DOCUMENT RESUME

ED 385 040	EC 304 073

TITLE	Leisure Education in Supported Employment.
INSTITUTION	Employment Opportunities, Inc., Raleigh, NC.; North Carolina Univ., Chapel Hill. Center for Recreation and Disability Studies.
SPONS AGENCY	Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE	Jan 94
CONTRACT	H128A02098
NOTE	243p.
PUB TYPE	Guides - Non-Classroom Use (055) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC10 Plus Postage.
DESCRIPTORS	*Adult Learning; Communication Skills; Community Recreation Programs; Community Resources; Counselor Role; *Disabilities; Family Role; Hobbies; Interests; *Learning Activities; *Leisure Education; Life Satisfaction; Peer Relationship; Personal Autonomy; *Recreational Activities; Self Determination; Skill Development; Social Adjustment; Staff Role; *Supported Employment; Well Being

ABSTRACT

This manual provides a leisure education program for individuals with disabilities, to facilitate leisure functioning in their homes and communities. The program is first introduced to participants and families upon admission into supported employment and is designed to be facilitated by a training specialist or job coach. The program can be individualized and can assist organizations, families, and residential staff to become a resource and support network. Each unit of the manual contains goals, objectives, strategies, and materials, as well as ideas for family and residential staff involvement and suggestions for incorporating leisure ideas into practice. The units cover: the benefits of leisure and ways to explore the individual's leisure interests, barriers to leisure participation, leisure resources, peer relations and communication styles, making decisions on leisure pursuits independent of helpers, leisure action plans, assessing the individuals' interests, identifying skills to target for leisure instruction and skill development, instructional programming, and integration into the community. Included are a sample letter to families, a leisure questionnaire, worksheets, information on games and role plays, craft activities suggestions, and instructions for making materials for some activities. (Contains 13 references.) (SW)

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LEISURE EDUCATION

IN SUPPORTED EMPLOYMENT

EC 304023

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Acknowledgements

The development of this manual was funded by the U.S. Department of Education, Office of Special Education and Rehabilitative Services, Rehabilitation Services Administration through grant #H128A02098. The opinions expressed herein do not necessarily reflect the opinions, positions, or policies of the U.S. Department of Education, and no official endorsement should be inferred.

Development of this manual was a collaborative effort between project staff and The Center for Recreation and Disability Studies (CRDS), Curriculum in Leisure Studies and Recreation Administration, University of North Carolina at Chapel Hill. It is based in large part on a manual developed through CRDS by Leigh Morris, CTRS, and Charlie Bullock, Ph.D., CTRS. Additional assistance was provided by Janet George, CTRS, Betsy Jones, CTRS, and Tammie Spurgin. Design and layout were provided by Kristie Moore with Next Generation Graphics (919-859-9865) in Raleigh, North Carolina.

Thanks are extended to the project staff, consumers, families, collaborative agencies, and community members who helped with the conceptualization of this project. Appreciation is offered to all staff of Employment Opportunities, Inc. for their insights, opinions, and support through the development stages of this manual. Particular appreciation goes to Melanie Mattingly, Chris Mahaney, and Kristie Moore who contributed much heart and soul to complete this manual.

M. Kay Holjes, Executive Director
Employment Opportunities, Inc.
3522 Haworth Drive, Raleigh, NC 27609
(919) 782-8346
January 1994

Supported Employment Staff

Kay Holjes, Project Director
Melanie Mattingly, Project Coordinator
Christine Mahaney, CTRS, Training Specialist
Amy Frederick-Dugan, M.Ed., Training Specialist
Martha Watkins, Training Specialist
Thabiti Anyabwile, Training Specialist
Jennifer Brown, Training Specialist
Michael Stickney, Training Specialist

D. Ray Fuller, Jr., Project Officer
Rehabilitation Services Administration

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Introduction

Leisure is an important aspect of our lives and provides many positive benefits. We develop the skills and knowledge for leisure participation during our growing years. We are exposed to a variety of opportunities to explore and develop new leisure skills. We are also made aware of a variety of leisure possibilities. We often take leisure, and the skills required for participation in leisure, for granted simply because it is a natural part of growing up. Unfortunately, individuals with disabilities often do not have the same opportunities to explore and learn about leisure as a direct result of their disabilities. They lack the experience and skills to participate in leisure activities of their choice. This means that they are also denied the benefits derived from satisfying participation in recreation and leisure activities.

One way to address this inequity is to have an individual involved in a formalized leisure education program. Leisure education is a process through which individuals can learn and practice life skills such as decision-making, planning, problem solving, accessing transportation, using community recreation resources, activity generation, and initiation.

Employment Opportunities, Inc. is pleased to provide *Leisure Education in Supported Employment* to serve as a guide in helping individuals gain knowledge and skills about leisure. The manual provides a comprehensive program that promotes and enhances skills that are necessary to participate in all social settings, including work and leisure. These skills will carry over to all other aspects of the participants' lives. This program is intended to offer realistic approaches to leisure that allow individuals with disabilities to participate in their communities. It is also intended to assist organizations, agencies, families, and residential staff in becoming a resource and support network for fostering this participation. The overall purpose of *Leisure Education in Supported Employment* is to provide a leisure education program for individuals with disabilities that will facilitate independent and interdependent leisure functioning in their homes and communities to promote supported employment outcomes.

The *Leisure Education in Supported Employment* program is first introduced to participants and families upon admission into Supported Employment. At that time we begin gathering information about participant's current leisure activities and assessing his or her knowledge of the concept of leisure (refer to the Case Study for an example). While an individual may begin the Leisure Education program at any time, we typically start services after the participant has become stable in employment. This program serves as an excellent transition from intensive, on-the-job training to long-term follow-up services.

The program is designed to be facilitated by a Training Specialist (TS) or Job Coach, with components of the program taking place in the community and in the home. The

Introduction

Training Specialist's role in the program is to:

- incorporate leisure education in individual program plans
- teach leisure education
- provide participants with leisure education materials
- provide leisure education training to families and residential staff
- coordinate family and residential staff participation
- provide resource information
- coordinate program components with other related services

This program has been designed to benefit people with varying ages and abilities. It is possible to individualize and design the program based on the goals of each participant. The materials are structured into *Units*. Each unit includes *Goal(s), Objectives, Strategies, Materials, Tips, Family and Residential Staff Involvement* suggestions, and *Community Outing* suggestions for incorporating leisure ideas into practice.

You will be able to choose the *Units, Objectives, Strategies,* and *Activities* that are appropriate and useful to the needs of the participant. The *Units* proceed in a meaningful sequence, yet this manual is not intended to be followed in a precise order. It is designed so that individual objectives stand alone, and may be followed as chosen for any individual. For some participants it will be appropriate for you to pick and choose among *Objectives* and *Strategies* or implement only one *Unit.*

The *Activities* for meeting *Objectives* and *Strategies* include discussion, worksheets, games, role plays, craft activities, and family / residential staff handouts. Worksheets and family / residential staff handouts have been included for xeroxing. Directions for making materials for certain *Activities* are supplied. Other *Activities* require basic materials you may have on hand in your office, so be sure to review a *Strategy* and *Activity* before beginning, especially if you will be training away from your office. For the most part, everything you need is here!

Have FUN!

Before You Begin!!!

We recommend that you send the family and residential staff the introductory letter and the recreation questionnaire prior to implementing this Leisure Education Program. Discovering the participant's leisure involvement at home is helpful in the overall planning of this program. Also, it will be helpful to set up a leisure notebook for the participant in order to chart progress throughout the program.

Sample Letter

January 1, 1994

Family/Residential Staff Person
1234 East Main Street
Raleigh, NC 54321

Dear (Family or Residential Staff person's name),

I am pleased to inform you that Leisure Education is being included as part of Terry's supported employment long-term follow up program plan. This training will be provided by the training specialists on Terry's team. Some of the skills that are taught through Leisure Education are decision making, cooperation, and social interaction.

Including leisure education in Terry's program plan will enhance his success at work and in the community. In addition, these skills will increase Terry's independence in daily living activities.

Occasionally, with Terry's consent, you will receive an update, which allows us to discuss his progress with you. We encourage you to make suggestions that we can discuss with Terry when planning services. We believe that participants in our training programs can benefit most if they receive support and encouragement at home. Therefore, we ask for your cooperation in supporting Terry to be successful in this training.

Please complete the enclosed survey and return it to me as soon as possible. Feel free to call me at any time if you have questions or comments. Thank you for your time and input.

Sincerely,

Training Specialist

Enclosure: survey

Leisure Questionnaire

Please complete the questionnaire that follows. The information you provide will help us in planning leisure activities.

1. How does the participant typically spend free time at home?

____

____

____

2. What recreation or leisure activities are available to the participant at home? Please be specific. (Examples: games, sports equipment, stereo, etc.)

____

____

____

3. Please list any community recreation activities that the participant presently participates in, or has tried in the past (Examples: Parks and Recreation, YMCA, Fitness Club, Bowling, Tennis, and so forth).

____

____

____

4. Who does the participant regularly socialize with?
______sister ______brother ______neighbor
______co-worker ______other

5. What leisure activities do the family or residents participate in together?

____

____

____

6. Which of the following problems have you come across in helping plan leisure for the participant?

a. transportation	d. lack of program
b. available program	e. money
c. social skills	f. other__________

7. Please mention any other concerns you have about recreation needs for the participant.

____

____

____

THANK YOU FOR YOUR HELP!

Name of Person
Completing Form:______________________
Address:______________________________
____
Phone:________________________________

1

Leisure Awareness

Increase participant awareness and understanding of leisure, its place in life, its benefits

Allow participant to explore personal leisure interests

1

Leisure Awareness

Goal: To increase the participant's awareness and understanding of the concept of leisure, its place in life, its benefits and to explore his/her personal leisure interests.

OBJECTIVE 1: LEISURE CONCEPT

Strategy 1.1: The participant will define the concept of leisure.

Strategy 1.2: The participant will differentiate between work activities and leisure activities.

Strategy 1.3: The participant will identify when he/she has time available for leisure.

OBJECTIVE 2: LEISURE INTERESTS

Strategy 2.1: The participant will identify current leisure activities.

Strategy 2.2: The participant will identify five types of leisure participation.

Strategy 2.3: The participant will identify a new leisure interest.

OBJECTIVE 3: IMPORTANCE OF LEISURE

Strategy 3.1: The participant will identify feelings associated with leisure participation.

Strategy 3.2: The participant will identify the negative aspects of unstructured time.

Strategy 3.3: The participant will identify benefits of leisure.

Family/Residential Staff Involvement

Community Outings

1

Leisure Awareness

OBJECTIVE 1: LEISURE CONCEPT

Strategy 1.1: The participant will define leisure.

Appropriate phrases to use when defining leisure include the following:

- free time
- something fun
- an activity
- a feeling
- something you do when you finish your work.

Ask the participant what leisure means as well as other probe questions such as the following:

- What activities do you do on the weekend?
- How is your weekend activity different from work?
- What do you do during breaks at work?
- How are your breaks different from work periods?

Leisure is something you do because you want to. Emphasize *choice*.

Write key phrases that the participant identifies. You can describe leisure by naming specific activities, but also describe it as a *concept* or *frame of time*.

Activity

Ask the participant to list as many different leisure activities as possible on the *Leisure Inventory* worksheet. Save this worksheet in the participant's leisure notebook. Compare the list with the participant's leisure choices at the completion of the leisure education course.

Tips

Remember to send home the introduction letter and questionnaire! Send them to the family and residential support staff as appropriate.

For participants who already have had a good introduction to leisure, combine this objective with Unit 1, Objective 1, Strategy 2 or Unit 1, Objective 2, Strategy 1.

Participants who have more severe cognitive impairments may try Unit 1, Objective 4, Strategy 1 as an alternative.

1

Leisure Awareness

LEISURE INVENTORY

The participant should list as many different leisure activities as possible. Record the activities below. Complete this activity at the beginning of the Leisure Education program and again at the end. Make note of how the participant's knowledge of leisure activities has improved!

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________
11. ______________________________
12. ______________________________
13. ______________________________
14. ______________________________
15. ______________________________
16. ______________________________
17. ______________________________
18. ______________________________
19. ______________________________
20. ______________________________

Leisure Awareness

Strategy 1.2: The participant will differentiate between work activities and leisure activities.

Work is an obligation or responsibility, with requirements and expectations. Leisure is something you choose to do. It is important to describe both leisure and work positively. They both have benefits and together they provide a balance in life.

Activity

Discuss different work and leisure activities. Hand several of the *Work and Leisure Picture Cards* (provided in the Materials section) to the participant, including pictures of work and leisure. The participant should indicate which pictures are work and which are leisure.

You may also cut pictures of work and leisure from magazines to have the participant make work and leisure cards.

Tip

Make sure this is a useful objective for the participant. For some participants, it may help clarify the meaning of leisure and help complement vocational preparation. Other participants may find it too conceptual or irrelevant.

Strategy 1.3: The participant will identify when he or she has time available for leisure.

Time for leisure generally occurs after work, in the evenings, or on weekends. The activity for this objective is a visual way for the participant to see free time. The time line will be useful in later units because it provides information that is helpful in planning for an activity or outing. For example, if the participant asks, "When can we go?", an appropriate response could be, "Look on your time line to see when you have free time."

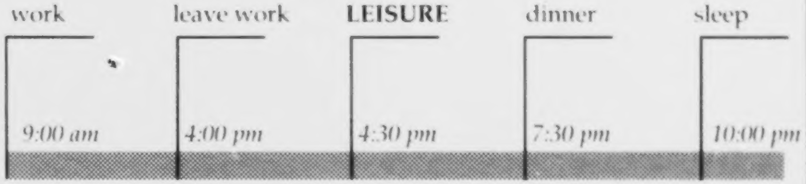
Activity

Ask the participant to review his or her schedule for a typical weekday or weekend. When is the participant free to do a leisure activity?

Have the participant complete the *Leisure Time Line* worksheet. Share the time line with family and residential support staff. This provides an excellent opportunity to stress the importance of leisure and encourage their participation.

Tip

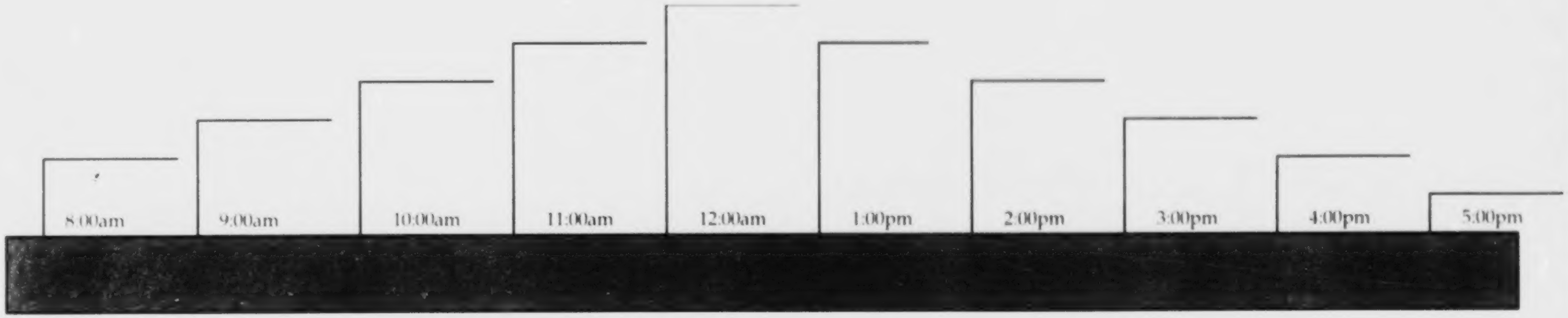
This activity may be time consuming yet it is important for leisure action planning. Break it into two lessons if needed. This may be a good place to begin Unit 4 *Decision Making* and Unit 5 *Leisure Planning*! If you choose to skip to Units 4 and 5, you may come back and continue this unit once the participant is comfortable with planning.

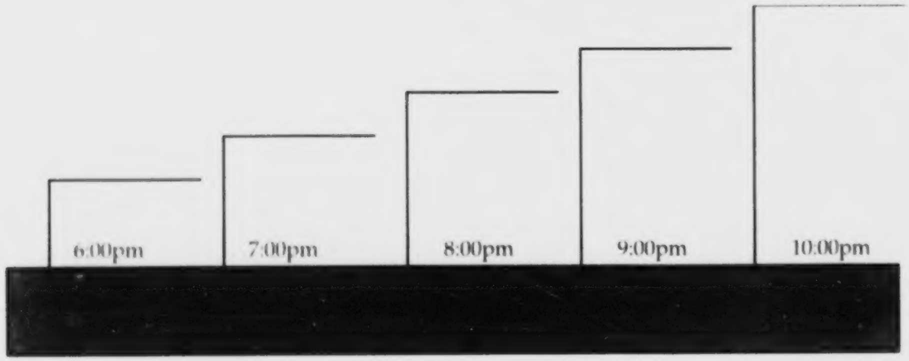


1

Leisure Timeline

Have the participant complete a timeline for both a workday and a non-work day.


8:00am
9:00am
10:00am
11:00am
12:00am
1:00pm
2:00pm
3:00pm
4:00pm
5:00pm


6:00pm
7:00pm
8:00pm
9:00pm
10:00pm

Leisure Awareness

OBJECTIVE 2: LEISURE INTERESTS

Strategy 2.1: The participant will identify current leisure activities.

It is important to identify what the participant is doing *now* for leisure. Ask the participant to describe what he or she does for fun. This reinforces leisure as a *concept*, in a very real way. Also, by discovering the current level of participation, it will be easy to measure progress as the participant explores new leisure interests in future sections.

Activity

The participant will use magazines to find pictures representing his or her leisure interests and create a collage. Ask the participant to share or tell about the completed collage, including current leisure activities and those that are possibilities in the future. Emphasize the wide variety of leisure choices people make. Save the collage for future use!

This activity provides assessment information and is a visual way for the participant to demonstrate what he or she likes to do.

Send home the worksheet *Looking For Leisure at Home*. During the next leisure session, discuss what the participant discovered.

Tip

You may want to do this activity in conjunction with Unit 1, Objective 1, Strategy 1. When participants are discussing the meaning of leisure, they usually describe activities they enjoy.

LOOKING FOR LEISURE AT HOME

Complete this worksheet at home. Use it during the next leisure education session. Please ask for help at home if you want it. Look around your home and find things you can use for fun in your free time.

PLACES TO LOOK...

Bedroom
Living room
Your yard
Garage
Basement
Other

Write down fun things you find.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________
11. ______________________________
12. ______________________________
13. ______________________________
14. ______________________________
15. ______________________________

Put a check next to your favorite things that you found.
Talk to someone about how your favorite things make you feel.
Talk to someone about doing these things in your free time.

1

Leisure Awareness

Strategy 2.2 The participant will identify five types of leisure participation.

Most leisure activities will fit into one of five categories: social, relaxation, sports, crafts, and outdoors. This exercise helps increase awareness of the wide variety of leisure activity choices. Emphasize that you choose a leisure activity based on how you feel.

Unit 4, *Making Decisions*, focuses on choosing a goal for leisure activity. Categorizing activities helps to illustrate that point. For example, the participant may say, "I feel lonely. My goal is to be around other people. I can choose a social activity.", or "Since it is a beautiful day, my goal is to do an outside activity."

Write the five categories on a sheet of paper and have the participant list activities under each category. For a visual cue, use leisure pictures to represent the different types of leisure categories.

Activity

Leisure Bingo: Play the game according to the instructions. Allow for discussion of the choices the participant makes. Explain any activities the participant does not understand.

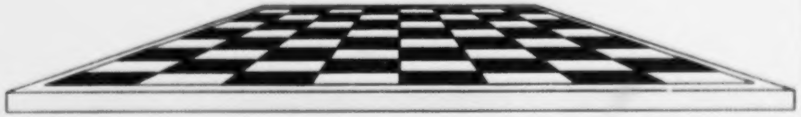
Materials: Leisure picture cards (provided in Materials section), *Leisure Bingo Instructions, Leisure Bingo Activities Sheet, Leisure Bingo Card,* beans or some other kind of bingo markers, prizes for bingo (optional).

You may also want to cut pictures from magazines or have the participant make pictures. Divide the pictures into the correct leisure categories.

Tips

This is a fun game! Simplify the activity as needed. If the objective is too abstract, focus on increasing variety in leisure choices. See Unit 4, Objective 2.

Add activities that the participant identifies to the list.



LEISURE BINGO INSTRUCTIONS

Materials needed:

- Four copies of the Leisure Bingo Activities Sheet and a Leisure Bingo Card for each participant
- Four beans or some other type of marker
- Four prizes (optional)

Rules:

1. Have the participant circle five activities under each activity category. Choose only four for the Outdoors category. The participant should choose activities that reflect personal leisure interests.

2. Have the participant write the chosen activities under the appropriate column on the Leisure Bingo Card. The training specialist should randomly call out activities on the Leisure Bingo Activities Sheet. Go through the entire list and then repeat randomly.

3. Play straight-line Bingo or do four corners and other Bingo variations.

Important!
Use this game as an opportunity to discuss and talk about different types of leisure activities. Explain any activities that are unfamiliar to the participant.

1

Leisure Awareness

BINGO ACTIVITY SHEET

CRAFTS

Ceramics
Cross Stitching
Drawing
Jewelry Making
Leatherwork
Model Airplanes
Needlepoint
Origami
Painting
Quilting
Sewing
Sculpting
Tie Dying
Woodworking

SPORTS

Archery
Badminton
Baseball
Basketball
Bowling
Football
Golf
Jogging
Roller Skating
Roller Blading
Sailing
Soccer
Tennis
Volleyball
Weight Lifting
Wrestling

OUTDOORS

Backpacking
Barbecuing
Bicycling
Camping
Canoeing
Caving
Fishing
Frisbee
Hiking
Hunting
Orienteering
Picknicking
Putt Putt Golf
Rafting
Rock Climbing
Sledding
Walking

SOCIAL

Concerts
Dancing
Eating Out
Entertaining
Going to Church
Going Shopping
Going to the Movies
Group Discussions
Having Friends Over
Joining a Club
Parties
Playing Games
Rapping
Singing in a Group
Telling Jokes
Volunteering

RELAXATION

Day Dreaming
Enjoying a Magazine
Having a Cool Drink
Laughing
Listening to Music
Looking at the Sunset
Reading a Good Book
Star Gazing
Sun Bathing
Taking a Bubble Bath
Taking a Nap
Walking
Watching TV
Watching a Video
Video Games
Yoga

Adapted from the Leisure Education Curriculum for Adolescents.
Montgomery County Department of Recreation, 1989.

Leisure Awareness

LEISURE BINGO CARD

CRAFTS	SPORTS	OUTDOORS	SOCIAL	RELAXATION
		Free Space		

Leisure Education Curriculum for Adolescents
Montgomery County Department of Recreation, 1989

Leisure Awareness

Strategy 2.3: The participant will identify a new leisure interest.

Often a participant can identify one or two leisure interests (television and basketball), but is at a loss if asked to do something new. If the participant is not aware of available leisure activities, it is hard to make a choice and leisure opportunities are limited.

Activity

The participant will record a new leisure interest on the *Leisure Ideas* worksheet. Gather information from the assessment, collage activity, and *Leisure Bingo* activity to assist the participant in making an appropriate and realistic choice about an activity to pursue. Save the *Leisure Ideas* worksheet and update it as the participant identifies new activity ideas.

After the participant identifies a new leisure interest, the Training Specialist can then work with the participant to make the leisure idea a reality.

Identifying new leisure interests should be an ongoing process.

Materials: Leisure Ideas *worksheet*

Tip

Use Unit 4, *Decision Making in Leisure,* to help choose a new interest and the *Leisure Action Plan* to carry it out. See Units 4 and 5.

1

Leisure Awareness

LEISURE IDEAS

Participant should record new leisure interests on this worksheet. Keep in *Leisure Notebook* to record new interests as they develop.

Places to Go	Things to Do Alone	People to Call	Things to Make	Things to Read	Things to Learn
1.	1.	1.	1.	1.	1.
2.	2.	2.	2.	2.	2.
3.	3.	3.	3.	3.	3.
4.	4.	4.	4.	4.	4.
5.	5.	5.	5.	5.	5.
6.	6.	6.	6.	6.	6.
7.	7.	7.	7.	7.	7.
8.	8.	8.	8.	8.	8.
9.	9.	9.	9.	9.	9.
10.	10.	10.	10.	10.	10.

Objective 3: Importance of Leisure

Strategy 3.1: The participant will identify feelings associated with leisure participation.

What we do in our leisure time closely connects with how we feel. It is important that the participant have increased awareness about different feelings and the connection with his or her behavior. Increased awareness can lead to making healthier choices and realizing the full benefits of a healthy leisure life. It can also assist with success in the work place.

Activity

Feeling Charades: The participant identifies a feeling (scared, lonely, nervous, tired, happy, excited, worried, and so forth) and acts it out. Have the participant identify and discuss when those feelings occur. Discuss the connection between what the participant is doing during free time and how it makes him or her feel.

Materials: None needed

Tips

This is a fun activity that most participants can do. Tailor the discussion to the individual's level. This activity can be used in discussion about feelings generated at work, and how to continue them (if positive) or manage them (if negative) through leisure activities.

You can combine Unit 1, Objective 3, Strategy 2 with this activity.

This objective is important, but you may want to spend time on other units first. As mentioned in the *Introduction*, you do not have to follow the *Leisure Education Program* precisely in order. The *Leisure Awareness* unit is the longest unit in the program. You may want to take a break from *Leisure Awareness* at this time, but do come back and finish it!

Strategy 3.2: The participant will identify the negative aspects of unstructured time.

A reasonable amount of unstructured time is good; however, unstructured time should balance structured activity. Several negative effects can occur if unstructured time and structured activity are not balanced. These effects include: boredom, inappropriate behaviors (which can lead to involvement in harmful activities), poor physical health and appearance, lack of friends, poor job performance, and so forth.

Discussion

How do different leisure activities positively or negatively affect physical and emotional states (such as feelings)?

Activity

Ask the participant to draw a picture that represents a situation when he or she used free time in a positive or negative way. For example, going outside and doing something with a friend on a sunny day is positive; whereas, sitting at home bored and eating junk food because there was nothing to do is negative.

Tip

This objective is very appropriate for dealing with participants who have learning disabilities or behavioral and emotional disabilities. For higher functioning participants, combine this objective with Unit 1, Objective 3, Strategy 1.

Leisure Awareness

Strategy 3.3: The participant will identify benefits of leisure.

Fun or pleasure is the obvious leisure benefit that the participant can easily identify. It may also be motivating to know the many additional benefits that leisure participation can offer. Common benefits to discuss are:

Health and fitness — It makes you feel good.

Positive use of time — It keeps you out of trouble.

Social — It can be done with friends.

Self-esteem — I am good at it!

Enjoyment — It's just fun!

Employment — It helps balance your life and may make you more productive.

Provide examples relevant to your individual participant.

Activity

Using the leisure collages (made in Unit 1, Objective 2, Strategy 1) or leisure pictures, have each participant pick an activity, then list the benefits of that activity.

Materials: Leisure collages (made in Unit 1, Objective 2, Strategy 1) or leisure picture cards (provided in Materials section)

Tip

Many participants may not care that leisure is important or good for them. What they may care about is learning that leisure choices can help them lose weight, meet new friends, be more successful on the job, or just have fun. This objective is relatively conceptual, but it may provide motivation for those participants who are reluctant to try anything new.

1

Leisure Awareness

FAMILY/RESIDENTIAL STAFF INVOLVEMENT

At the conclusion of Unit 1, send the *Leisure Update* form home to the family/residential support staff if you and the participant have agreed on this as a strategy. Let them know what you have been working on and ask them to reinforce it at home. It may be beneficial to include information on how this may positively affect the participant on the job and during free time. Also, ask the family/residential staff to provide you with ongoing information about what the participant is doing for leisure at home.

COMMUNITY OUTINGS

During Unit 1, try to bring "outings" into the discussion frequently. Use outings as concrete examples of what you mean in discussions about leisure.

Examples:

Classify outings into Leisure Categories. (Unit, Objective 2, Strategy 2)

- Arts Council—crafts
- Swimming—sports
- Eating out—social

Identify the benefits of a particular outing. (Unit 1, Objective 3, Strategy 3)

- Arts Council—learn something new, a chance to be creative
- Swimming—physical fitness, relaxing, fun, feel better about yourself, opportunity to be with co-workers outside the employment setting
- Eating out—a chance to be with friends, fun, improving social skills

LEISURE UPDATE

We have been working on leisure related skills with ________________. I wanted to let you know what I have noticed during leisure education. I would also appreciate your taking a moment to let me know what you have noticed at home. Do not be concerned if you have not seen any changes. Leisure skills, like everything else, take time.

1. Progress I have noticed:

____

____

____

____

2. What leisure-related progress have you noticed at home?

____

____

____

____

3. Additional comments or requests for follow up:

____

____

____

____

2

Leisure Resources

Gain knowledge of the variety of leisure opportunities available at home and in the community

Identify resources required for participation in leisure

2

Leisure Resources

Goal: To gain knowledge of the variety of leisure opportunities available at home and in the community and identify resources required for participation.

OBJECTIVE 1: RESOURCES

Strategy 1.1: The participant will identify resources required for leisure participation.

Strategy 1.2: The participant will complete a personal leisure inventory that identifies existing resources available at home and in the community.

OBJECTIVE 2: BARRIERS

Strategy 2.1: The participant will define leisure barriers.

Strategy 2.2: The participant will identify personal leisure barriers.

Strategy 2.3: The participant will develop strategies for overcoming personal leisure barriers.

Family/Residential Staff Involvement

Community Outings

2

Leisure Resources

OBJECTIVE 1: RESOURCES

Strategy 1.1: The participant will identify resources required for leisure participation.

Most leisure activities require one or more of the following resources: equipment, friends, transportation, money, time, or information. When planning for an activity, the participant needs to think about what will be needed to participate.

Activity

> Discuss a specific leisure activity and list the required resources. For example, a leisure activity may be going to the movies. An appropriate response from the participant could be, "I would need money to buy the ticket and popcorn, transportation to get to the movie theater, friends to go with, information about what is playing and when it starts, and time enough to go."
>
> Use resource pictures to represent each category. Suggestions: time—clock or watch; money—dollar bill; information—question mark, confused looking person, telephone; transportation—car, bus, bicycle; friends—ask participant to bring in photos; equipment—balls, game boards.
>
> If necessary, use the leisure collage (made in Unit 1, Objective 2, Strategy 1), and have the participant identify the required resources for two favorite activities.
>
> Materials: Resource pictures—draw or cut them from a magazine, leisure collages.

Tip

> Constantly reinforce these six leisure resources. They will become very important in your discussion of *Leisure Planning* (Unit 5).
>
> Have you started Unit 5? If not, now is a good time to skip ahead and begin *Leisure Planning* because it helps the participant become actively engaged in activities. You may find it helpful to have the participant do *Leisure Planning* while still discussing *Leisure Resources*.

2

Leisure Resources

Strategy 1.2: The participant will complete a personal leisure inventory that identifies existing resources available at home and in the community.

This information will be useful in planning for activities. It will serve as the participant's own personal resource sheet.

Activity

Complete the worksheet *Leisure Resources* during a leisure education session. If the participant requires more assistance in identifying available resources, then send the worksheet home. It may be necessary to ask the family/residential staff to assist the participant in completing the worksheet.

Materials: *Leisure Resources* and *Personal Leisure Activity List* worksheets.

Tip

Make sure the participant saves this worksheet in his or her leisure notebook. Once the participant determines the resources necessary for a particular activity, the worksheet can be used for future reference.

2

Leisure Resources

LEISURE RESOURCES

Complete this worksheet during your leisure education session or take it home for assistance from your family or residential support staff. This is your own personal leisure resource. Save this in your leisure notebook!

Who can help me in my free time?	Can they drive me places?
Name Phone	Yes No
Name Phone	Yes No
Name Phone	Yes No
Name Phone	Yes No
Name Phone	Yes No

Other ways to get to where I want to go:

Method (person's name and number city bus, etc.)	Cost to and from the activity
1.	Cost?
2.	Cost?
3.	Cost?
4.	Cost?
5.	Cost?

Friends I can have fun with:

Method (person's name and number, city bus, etc.)	Cost to and from the activity
1.	Cost?
2.	Cost?
3.	Cost?
4.	Cost?
5.	Cost?

2

Leisure Resources

PERSONAL LEISURE ACTIVITY LIST

As you discover new leisure activities, write them down. Keep the list in your Leisure Notebook and make sure you fill out what resources you will need. Make extra copies of this form to complete more activities.

ACTIVITY	COST
Address:	
Phone #:	
How can I get there?	
Who will take me?	
What do I need to take with me?	
Who will go with me?	

Leisure Resources

OBJECTIVE 2: BARRIERS

Strategy 2.1: The participant will define leisure barriers.

It is important for the participant to understand barriers in order to recognize what is stopping him or her from doing a desired activity. Once barriers are identified, solutions for overcoming them can be identified and put into use.

Activity

Use the room to demonstrate physical barriers. Move tables or chairs so the participant or the Training Specialist is trapped behind them. Have the participant try to get around without using legs, or pick up a pencil without using hands.

Use the physical barrier concepts to help the participant understand that there are other kinds of barriers such as people, transportation, time, money, and information. (Note that these are the same categories as listed in the resources for leisure section discussed in Unit 2, Objective 1, Strategy 2.)

Tips

This is a fun discussion especially if the Training Specialist has a flair for drama.

Barriers are an important part of the decision making process (see Unit 4). If you are not already working on decision making, it may be time for the participant to try while still understanding barriers.

Leisure Resources

Strategy 2.2: The participant will identify personal leisure barriers.

Once barriers have been discussed, it is important to have the participant identify personal leisure barriers. This can lead to practical and relevant solutions. It may be useful to include family and residential staff in this discussion since they may require assistance from the Training Specialist for problem solving around specific barriers.

Activity

Use the *Leisure Barriers* worksheet to help the participant identify personal barriers in leisure and discuss ways of adapting or getting around the barriers.

The worksheet can be sent home and completed with help from family or residential staff.

Materials: Leisure Barriers worksheet.

Tips

Combine this objective with Unit 2, Objective 2, Strategy 3 for higher functioning participants.

For participants with lower functioning levels, the barriers concept may be discussed with the family, residential staff, and community recreation providers.

Leisure Resources

LEISURE BARRIERS

Barriers are things that get in the way when you want to do something. Some common barriers are money, people, time, transportation, and information. Luckily there are ways to get around many barriers. Complete the following worksheet and see if you can get around your barriers.

Leisure Activities That I Enjoy

(List some things that you do now or would like to do in the future.)

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________

Barriers

(What can get in your way of doing these things?)

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________

Solutions

(How can you solve each of these barriers?)

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________

Leisure Resources

Strategy 2.3: The participant will develop strategies for overcoming personal leisure barriers.

By involving the participant in solving personal leisure barriers, it provides an opportunity for creative problem solving. Choices can be made based on available resources. Once the participant can develop strategies for eliminating barriers, leisure choices expand greatly.

Activity:

Use the same worksheet and activity as in Objective 2, Strategy 2.2.

2 Leisure Resources

FAMILY/RESIDENTIAL STAFF INVOLVEMENT

Request that the family and residential staff assist the participant with *Leisure Resources* (Objective 1, Strategy 2) and *Leisure Barriers* (Objective 2, Strategy 2) worksheets.

The Training Specialist should be available to the family and residential staff for consultation about specific leisure barriers.

At the conclusion of Unit 2, send the *Leisure Update* form home to the family and residential staff if previously agreed with the participant. Let them know what you have been working on and ask them to reinforce it at home. It may be beneficial to include information about how this may positively affect the participant on the job and during free time. Also, ask the family and residential staff to provide you with information about what the participant is doing for leisure at home.

COMMUNITY OUTINGS

Use outings to facilitate discussions. Talk about any resources that are needed.

Suppose the participant has chosen to go swimming and out to eat. Have the participant identify any equipment needed, such as a swimsuit or towel. They should also consider the time involved, such as when they can go and when they have to be back. Money, such as how much lunch will cost, is another concern. Have the participant identify their transportation needs, including who will arrange for the transportation. Another consideration is friends, such as who are the others who will be at the pool.

Involve the participant in the process of overcoming barriers encountered when planning a trip or activity.

Suppose the participant wants to attend a special outing such as a movie or picnic. Where will the money come from? How will the participant get there? Activity should involve the participant with planning and decision-making.

2

Leisure Resources

LEISURE UPDATE

We have been working on leisure related skills with _______________. I wanted to let you know what I have noticed during leisure education. I would also appreciate your taking a moment to let me know what you have noticed at home. Do not be concerned if you have not seen any changes. Leisure skills, like everything else, take time.

1. Progress I have noticed:

2. What leisure-related progress have you noticed at home?

3. Additional comments or requests for follow up:

3

Leisure Communication Skills

Develop communication skills necessary for participation in a wide variety of leisure activities

3

Leisure Communication Skills

Goal: To develop communication skills necessary for participation in a wide variety of leisure activities.

OBJECTIVE 1: PEER RELATIONS

Strategy 1.1: The participant will demonstrate cooperative behaviors related to leisure participation.

OBJECTIVE 2: COMMUNICATION STYLES

Strategy 2.1: The participant will identify characteristics of assertive communication.

OBJECTIVE 3: INTERACTION STYLES

Strategy 3.1: The participant will participate in individual and group leisure activities.

Family/Residential Staff Involvement

Community Outings

3

Leisure Communication Skills

OBJECTIVE 1: PEER RELATIONS

Strategy 1.1: The participant will demonstrate cooperative behaviors related to leisure participation.

There are a variety of communication skills and cooperative behaviors required for successful leisure participation. The appropriate level of behavior depends on age and situational factors.

Some basic skill areas related to leisure include cooperating in activities and using recreational equipment appropriately, initiating an activity (for example, asking someone to participate), problem solving, controlling angry feelings, getting along (that is, not putting others down, good sportsmanship), and communicating assertively (such as telling others what you need, making yourself understood).

Activity

Instructions for a variety of role plays and cooperative games are provided. The individual will participate in the activities with the Training Specialist. A discussion afterwards should highlight successful behaviors and how they apply to real life. Possible group activities may be found in the attached information sheet entitled *Cooperative Games.* See the *Questions to Ask* information sheet for assistance in processing activities.

Materials: *Role Play Instructions* sheet, *Role Play Situations* worksheet, *Questions to Ask* information sheet, *Cooperative Games* sheet.

Tip

You may want to identify the specific behaviors each individual needs to work on.

You may want to discuss what relationship this has to job performance.

3

Leisure Communication Skills

COOPERATIVE GAMES

The following activities are most useful with small or medium size groups.

Moon Ball

Setup

- Participants scattered in an open area.

Materials

- Well-inflated beach ball.

Rules

- A participant cannot hit the ball twice in succession.
- Count one point for each hit and two points for a kick.

To Play

- The participants' objective is to hit the ball aloft as many times as possible before the ball strikes the ground. Keep track of the number of times that you hit the ball and try to improve your record each time you play.

Variations

- Try to hit the ball in sequence from participant to participant.
- Have participants call the name of the participant.

Participants must call out something within a topic each time the ball is struck (colors, animals, numbers, etc.).

3

Leisure Communication Skills

What Goes Where?

Setup

- One participant in front of the group, seated at desks or tables.

Materials

- Pencil and paper for each participant, example of geometrical abstraction.

To Play

The chosen participant is given four separate abstractions. He or she attempts to communicate each abstraction to the group, using a separate communication style for each abstraction:

- Vocalize the abstract illustration with his/her back to the other participants.
- Verbalize a different abstract figure, this time facing the group.
- Gestures are allowed, but no questions may be asked or answered.
- Face the audience and use gestures only; no talking or making sounds (except laughter).
- Face the group, vocalize, gesture and answer questions of the other participants, with no limits.

The group of participants should be attempting to draw each abstraction as the participant presents it. After each attempt, allow the participants to compare their separate drawings and the master abstract. Note which attempt produces the most accurate representations, and discuss why you think this is so.

Favorites

Setup

- Participants are seated in a circle with the training specialist.

Materials

- Koosh ball or any small ball.

To Play

- Training specialist begins by asking a lead question, "What is your favorite__________?" The question can be anything such as favorite color, ice cream flavor, activity at work, TV show, vacation spot, thing to do with your family, animal, basketball team, etc.
- The Koosh ball is thrown to each person in the group until everyone has had a chance to respond. The training specialist can continue asking the questions or give each participant an opportunity to ask the question. The questions can be lighthearted or more serious.

Variations

This can be played anywhere or anytime a discussion is possible. The Koosh ball helps but is not required.

Balloon Relay

Setup

- Open area either outside or inside. There need to be limited distractions to allow for discussion. Pair participants.

Materials

- Two large balloons or balls (balloons work best).

To Play

- The two participants are given the task of carrying the balloon between them without using their hands or arms.
- They must walk 10 or 15 feet, turn around at a certain point and return to the starting line. If they drop the balloons they must return to the beginning.

Variations

The goal is to successfully work together to complete the task but you can have two teams compete against each other.

Note

Stress the importance of the partners cooperating together. Before they begin the relay have them discuss how they want to carry the balloons and facilitate problem solving. After they complete the task have them discuss what worked and what did not.

Partner Charades

Setup

- Write on slips of paper situations or activities involving two people.

Examples

- Two friends eating pizza, ping pong, cards, wrapping a present, dancing, arguing, sharing really good news, etc. Make them simple or difficult based on the abilities of the group.

To Play

- Two partners select an activity and must act it out together without using words. The rest of the group tries to guess the activity.

Group Juggling

Setup

- Participants stand in a circle facing the center, with their hands raised in the air.

Materials

- 3–5 balls, depending on the size of the group.

To Play

- Starting with one ball, the group catches and throws it, establishing a pattern.
- One participant tosses the ball to someone on the other side of the circle and tosses it to a third person who tosses it to a fourth and so on, until everyone has tossed and caught the ball once. (Drop your hands when you've had a turn.)
- The last catcher tosses the ball back to the player who started the pattern, and the group runs through the sequence again, for practice. Now the real juggling begins!
- With one ball on the way around the circle, add another, so that there are two balls in the air following the catch-toss pattern. Now add another ball and watch carefully for midair collisions, trying to toss the ball so that the intended receiver can catch it.

Variations

- Continue to add balls, or reverse the direction that the balls are being tossed. You can also try sending only one ball in the opposite direction.
- Participants may also want to call the names of the people to whom they are tossing.

Cooperation

Setup

- Write each letter for the word COOPERATION on a 4" x 6" card.
- Cut each card into a 4 or 5 piece puzzle. Mix all of the pieces together and separate into different envelopes.

Materials

- 11–4" x 6" cards, a pen, and one envelope for each participant.

To Play

- Distribute one envelope to each participant. Instruct the participants that they each have a small puzzle that is a portion of a larger puzzle.
- They must work together to complete their puzzles. Participants are not allowed to speak to each other. They must find alternate ways to communicate with each other.

The training specialist has the option of telling them that someone else may have the pieces they need for the small puzzle, or may elect to let participants figure it out themselves.

Variations

The training specialist could vary the colors used to write the letters, which may make it easier for participants to identify pieces that might fit their puzzle.

Stop and Go

Setup

- The group should be milling around, walking any which way.

Materials

- None

To Play

Keep walking until someone calls "Stop" at which point everyone freezes until someone else calls "Go," whereupon the group begins walking again until someone yells "Stop." Anyone can call out either of the two commands.

Variations

- Additional commands can be added.

Leisure Communication Skills

Note

This activity gives participants an opportunity to experience sharing the control of the activity with others.

Train Station

Setup

- Participants should have partners and stand approximately 20 feet apart facing each other.

Materials

- None

To Play

Instruct the participants, "Imagine your partner as your best friend in the world—you have known each other since you were young children. You have not seen your best friend in years, but just received a telegram saying "Meet me at the train station!" You are at the train station, the train has just arrived, and you are VERY EXCITED!" Also, tell the participants that this activity takes place in slow motion and, "You are going to move toward your partner VERY SLOWLY, waving, maybe blowing kisses, very excited to see that person, ready to embrace him. All in slow motion ... as soon as you get about two feet away, you realize it's the wrong person and you're shocked! You are embarrassed, so you pretend that all along you have been waving to someone behind him! Keep going past your partner, moving slowly toward someone else, and as soon as you get close to him the same thing happens again.

3

Leisure Communication Skills

ROLE PLAY INSTRUCTIONS

Why Do Role Plays?

Role plays are an effective instructional tool and fun for the training specialist and the participant. As opposed to just a conceptual discussion, role plays or *acting things out* provide examples for discussion, and an opportunity to practice appropriate behaviors.

Role playing can be done between the training specialist and the participant, or in small groups. The participant may be able to act out some situations with little guidance; whereas some situations may require more involvement from the training specialist. The intent of these activities is to practice effective communication skills, but other things are also addressed (language, creativity, etc.) Have fun!

Instructions

Use the word *Pretend* or *Act Like* when instructing the participant. For example, "*Pretend you are..........,*" "*Act like you are.....*"

For all role plays, focus on the participant: eye contact, voice level and tone, ability to problem solve and cooperate, and use of concepts taught in previous modules (i.e., leisure resources and barriers).

Different role plays or situations need to be adapted to the age, ability, and situation of the individual. Choose the ones that are most appropriate. Start with the activities provided below, then make up your own or have the participant come up some! Most situations do not require props, but they can make it more fun.

Leisure Communication Skills

ROLE PLAY SITUATIONS

Leisure Charades

Basic, yet fun! Have the participant act out a leisure activity and have the training specialist guess what it is. The training specialist can provide the individual with various activities from which to choose or the individual can come up with it on his/her own.

Family Interactions

The training specialist portrays the family member or the residential support staff. The participant plays the person who is making a request for a leisure-related activity or dealing with a leisure problem.

- "Ask your Mom to take you to a movie."
- "Ask your Dad for money to go to dinner with friends."
- "Ask your brother to play a game with you."
- "You and your sister want to watch two different things on TV."

Act out what may happen in typical interactions like this. The parent or residential support staff may be tired. The participant demands something without planning ahead. The participant and family member or residential support staff may have to negotiate. Also, try reversing roles so the participant plays the part of the family member and residential support staff.

Peer Interactions

These situations can be acted out in various ways. Use situations that have actually occurred and practice appropriate social skills.

- Two people decide that they want to use the same activity at the same time.
- One person asks another person to do an activity together. (The Training Specialist can play one of the participants and lead the interaction.) Define the setting (i.e., recreation center, park, library).

- Several are playing a game, someone accuses someone else of cheating.
- Several are playing a game and a new person who is shy is sitting and watching them.

Community Interactions

These can be made up situations so that they can practice behaviors before going on an actual outing.

Role play a restaurant setting.

- Do both fast food and sit down. Practice ordering (eye contact, communication), problem solving (menu decisions), dealing with a rude waiter (social skills). You may want to use actual props such as menus or money.

Role play a bowling alley, movie theater, putt putt golf course.

- All these places involve money skills, requesting equipment and buying food. Talk about what the participant can expect at these places. Practice situations that the participant might encounter at each place. Examples include getting shoes, choosing a putter, buying a ticket, getting a snack, finding a seat. The idea is to practice skills which might be needed so when going out into the community they could be done as independently as possible.

Leisure Communication Skills

QUESTIONS TO ASK

The following questions are useful for processing after a role play or an activity. Talking about a role play or activity after it is completed is what makes it educational. Don't forget to discuss!

Communication

- How did you communicate with the other person?
- How did you make them understand you?
- When did it work and when did it not work?
- Was the communication verbal or nonverbal?
- What different feelings did you have during the activity?

Leadership/Helping Skills

- What did you do that helped another person?
- What did you do that was not helpful? What else could you have done?
- Were you a leader or a follower? What does it take to be good at either role?
- How are you like some others in the group?
- How are you different from others in the group?

Problem Solving

- How did you decide what you were going to do?
- Could you have done it any other way?
- What made this activity work?
- Try and relate what happened in the activity to real life situations.

OBJECTIVE 2: COMMUNICATION STYLES

Strategy 2.1: The participant will identify characteristics of assertive communication.

Assertive communication is especially important for the participant who is becoming more independent. Asking for help, asking for directions, and initiating leisure contacts can all be affected by the ability to communicate assertively.

Activity

Discuss why communicating assertively is important. Demonstrate the difference between communication that is assertive, passive, and aggressive. Several assertiveness information sheets are included. Have the participant role-play these behaviors. See the *Assertiveness Role Plays* sheet.

Give the participant a situation to try at home or in the community. For example, "Ask your brother to play a game with you", or "While eating out at McDonalds, go to the counter and ask for extra ketchup." Have the participant report what happened. If needed, request that the family and residential staff help with following through on this assignment.

Materials: Assertiveness Pictures (Assertive, Passive, and Aggressive), *Assertiveness Role Plays*

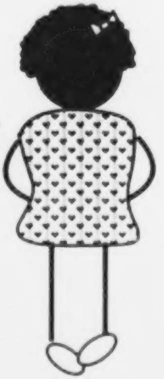
Tip

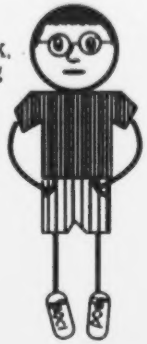
Have the participant practice assertiveness skills on outings!

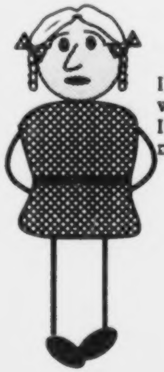
3

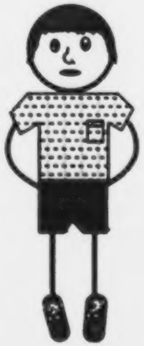
Assertiveness Pictures

PASSIVE BEHAVIOR


Um, OK, you can borrow some more money, I guess. I have a couple of dollars left.


Um, that's OK, I wasn't going to use that pen today anyway. You can use it.


I'll go if you want me to go. It doesn't really matter.


That's OK, if there are too many people, I'll just watch. I can play some other time I guess.

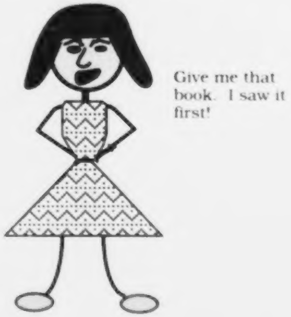
PASSIVE BEHAVIOR:

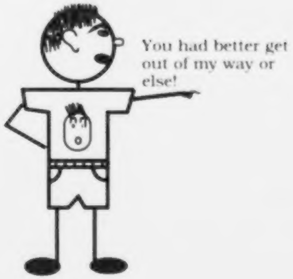
- —EASILY TAKEN ADVANTAGE OF BY OTHERS
- —DOES NOT COMMUNICATE WELL WITH OTHERS
- —FREQUENTLY FEELS "BAD" FOR NOT SAYING "NO"
- —RARELY DOES WHAT HE/SHE WANTS TO DO, INSTEAD DOES WHAT OTHERS WANT TO DO
- —POOR EYE CONTACT
- —STOOPING SHOULDERS
- —WEAK HAND SHAKE

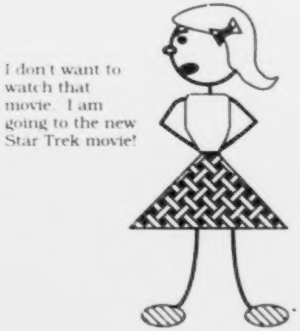
3

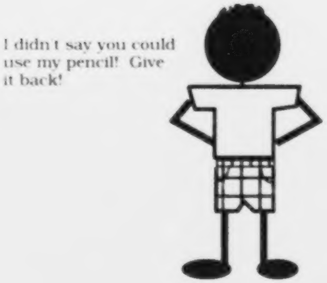
Assertiveness Pictures

AGGRESSIVE BEHAVIOR


Give me that book. I saw it first!


You had better get out of my way or else!


I don't want to watch that movie. I am going to the new Star Trek movie!


I didn't say you could use my pencil! Give it back!

AGGRESSIVE BEHAVIOR:

—USES A LOUD VOICE

—OFTEN HURTS OTHER PEOPLE'S FEELINGS

—INTIMIDATES OTHERS OR MAKES THEM ANGRY

—TAKES ADVANTAGE OF OTHERS

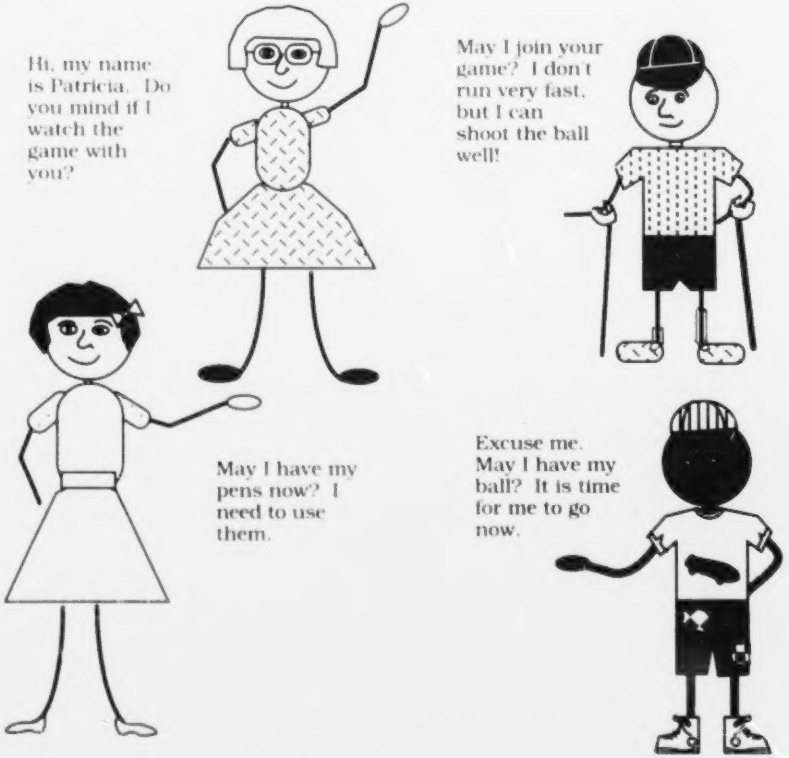
—TENSE POSTURE

—OFTEN FROWNS OR LOOKS ANGRY

3

Assertiveness Pictures

ASSERTIVE BEHAVIOR


Hi, my name is Patricia. Do you mind if I watch the game with you?
May I join your game? I don't run very fast, but I can shoot the ball well!
May I have my pens now? I need to use them.
Excuse me. May I have my ball? It is time for me to go now.

ASSERTIVE BEHAVIOR:

—COMMUNICATES WELL WITH OTHERS

—IS WILLING TO LISTEN TO OTHERS AND COMPROMISE TO MAKE DECISIONS

—EXPRESSES HIS/HER PERSONAL NEED AND INTERESTS TO OTHERS

—MAKES GOOD EYE CONTACT

—STANDS "PROUD"

—HAS A FIRM HAND SHAKE

3

Leisure Communication Skills

ASSERTIVENESS ROLE PLAYS

Assertiveness

These are basically the same type of activities as the *Role Play Situations*, but the emphasis here is on assertive communication. Review picture worksheets for a discussion of the differences between Aggressive, Assertive, and Passive communication styles.

The Training Specialist should demonstrate three types of communication styles. Have the participant identify why assertive behaviors are the most effective (i.e., get you what you want, people like you more, it does not get you in trouble).

Role Plays

- A participant wants to ask a parent to go somewhere for a leisure activity. Have the participant ask three different ways. Discuss which one is most likely to work.
- A participant is in the community and needs to ask for something (directions, help, general information). Have the participant practice assertive behavior and ask the community person (training specialist) a question but have the community person be a little bit difficult. Discuss coping skills for this type of situation. (For use in small group.)
- Two friends want to rent a movie together. Role play this situation with the participant being passive, aggressive, then assertive. Have the participant guess which style you are using in each situation. Discuss how each makes him/her feel. Which was most effective?

3

Leisure Communication Skills

OBJECTIVE 3: INTERACTION STYLES

Strategy 3.1: The participant will participate in individual and group leisure activities.

People participate in leisure in two interactive styles, individual (that is, by themselves) and group (with other people). The activity can vary in the amount of structure involved (casual or spontaneous versus highly organized).

It is important that the participant gets involved in both types of activities to provide balance and facilitate integration with non-disabled peers. The strategies below suggest ways of providing the participant with a variety of leisure experiences and addressing areas for improvement.

Activity

Make sure there is a variety of leisure materials (Board Games, Puzzles, Cards, Arts & Crafts materials, Balls, Frisbees, Yo-Yo's, Balloons, etc.) available. Locate where these types of materials can be found (bought or borrowed) if they are not already available.

Monitor the participant's leisure choices to ensure participation in both group and individual activities. You may have to rely on family and residential staff for information about group activities.

Group leisure activities can be difficult for some participants. Work progressively through these steps:

1. independent activities (alone)
2. one-to-one with Training Specialist
3. parallel leisure (the participant participates alongside another participant but does not have to interact)
4. group leisure (starting with one or two other individuals)

Materials: Board Games, Puzzles, Cards, Arts & Crafts materials, Balls, Frisbees, Yo-Yo's, Balloons, etc.

Leisure Communication Skills

FAMILY/RESIDENTIAL STAFF INVOLVEMENT

In the initial family and residential support staff questionnaire, there is a question requesting the family's concerns about the participant's social interactions at home and in the community (such as fighting or shyness). During the role plays and cooperative games, the participant can have goals or target behaviors to work on based on this information. The Training Specialist will work to help the participant develop coping skills during the discussion component of the activities. Inform the family and residential staff of the participant's progress and ask them to reinforce successful behaviors at home.

The participant will be given assertiveness homework assignments to complete at home or in the community (for example, "Ask someone to play a game with you"). The participant should complete this independently, but a family member or residential staff may help if necessary.

Send the family information regarding leisure activities resources (such as board games or balls) to provide suggestions on fostering a variety of leisure experiences for the participant.

At the conclusion of Unit 3, send the *Leisure Update* form home. Let the family and residential support staff know what you have been working on and ask them to reinforce it at home. Also, ask the family and residential staff to provide you with information about what the participant is doing for leisure at home.

COMMUNITY OUTINGS

Role-play specific outing situations that require assertiveness and cooperation before the actual event (for example, ordering from a menu or asking for directions). Involve the participant in planning the outings! Have him/her use cooperative skills and problem solving. Create an opportunity for the participant to have a say in planning. Try getting him/her to brainstorm and consider options.

After an outing or outside activity, discuss what occurred. Talk about the "positives" and strategies for overcoming any barriers or problems.

Leisure Communication Skills

LEISURE UPDATE

We have been working on leisure related skills with ________________. I wanted to let you know what I have noticed during leisure education. I would also appreciate you taking a moment to let me know what you have noticed at home. Do not be concerned if you have not seen any changes. Leisure skills, like everything else, take time.

1. Progress I have noticed:

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2. What leisure-related progress have you noticed at home?

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3. Additional comments or requests for follow up:

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Making Decisions

4

Provide the participant with a model for making independent decisions in leisure

4

Making Decisions

Goal: To provide the participant with a model for making independent decisions in leisure.

OBJECTIVE 1: DECISION MAKING

Strategy 1.1: The participant will understand the importance of making independent decisions.

Strategy 1.2: The participant will identify and explain the components of the "Decision Making in Leisure" model.

Strategy 1.3: The participant will use the "Decision Making in Leisure" model to choose an activity for leisure participation.

OBJECTIVE 2: CHOICES

Strategy 2.1: The participant will choose between two leisure activities.

Strategy 2.2: The participant will incorporate choice into his or her leisure time at home.

Family/Residential Staff Involvement

Community Outings

4

Making Decisions

OBJECTIVE 1: DECISION MAKING

Strategy 1.1: The participant will understand the importance of making independent decisions.

The participant will spend a large amount of time learning and using the "Decision Making in Leisure" model (DML). Therefore, you should spend some time helping the participant understand the importance of making independent decisions. Give examples of good and bad decisions relating to leisure. For example, saving your money for something you really want or blowing it on something silly. The discussion should also focus on getting the participant to brainstorm about goals or things he or she wants in life.

Activity

> Talk about the difference between long-term and short-term goals. "Something I can have now and something I will have to work toward." Get the participant to brainstorm and think "big" about what he or she wants in leisure. Build on this by bringing the idea into something that the participant can actually try. Relate the process to the participants' daily work routine. (Keep in mind that brainstorming may allow for hidden interest areas to become known.) Complete the *Leisure Goals* worksheet that follows. Record these on the *Leisure Ideas* worksheet in Unit 1, Objective 2, Strategy 3.

Materials: *Leisure Goals* worksheet

4

Making Decisions

LEISURE GOALS!!!

Instructions: A *Goal* is something you want out of life. Some goals are easy and you can reach them in a short time, others take a long time and a lot of work. What are some goals you have for your leisure life? Complete the following worksheet.

Leisure Goals For Now

(What are some things you can do today or this week? *Examples:* call a friend, buy a magazine, go to the movies.)

Things I can do today:	*Things I can do later this week:*
1.	1.
2.	2.
3.	3.
4.	4.

Leisure Goals to Work On

(What are some things you need to plan for? You may be able to do them this month or this year. *Examples:* take a ceramics class, go on a trip, save money for a stereo.)

1.
2.
3.
4.
5.

Making Decisions

Strategy 1.2: The participant will identify and explain the components of the "Decision Making in Leisure" model.

If you ask the participant, "What would you like to do?," he or she may be able to give you an answer, but is it always the same answer? Even though the participant can give an answer, it does not necessarily mean an informed choice is being made. By learning the steps to making a decision, the participant will explore options and better understand this term "choice." When the participant learns the steps in making a decision, they can then make informed decisions in leisure.

Activity

Use the *Decision Making in Leisure* poster (found on page 62) to give a visual cue for explaining the four steps of the "Decision Making in Leisure" model (DML). Go through each step in detail, using examples that the participant can understand. Please note that the shape of the words also provide a visual cue for the participant.

Step One — Goal
What does the participant want out of his or her leisure experience? You can phrase it as "What do you feel like? What might you do about those feelings?" Refer to Unit 1, Objective 3, for the discussion on feelings and how leisure choices can affect physical and emotional states. For example, "I am tired this afternoon, my goal for leisure is just to relax."

Step Two — Options
What choices does the participant have? What activities could meet the goal? For example, "I want to relax, two options I have are to watch TV or listen to music."

Step Three — If/Then
Another word for this is consequences. "If I do this, then this will happen...." For example, "If I listen to music, then I could hear my brother's new album." "If I watch TV right now, there is really nothing on that I like."

Step Four — Decide
Based on the above steps, decide upon the choice. For example, "I decide to listen to music because I am tired, and it would help me to relax, and I have something I want to hear."

Read the stories, *Janet Jackson Takes a Break* and *Emmit Smith Gets a Snack*, in which the character goes through the process of making a decision. Have the participant break down the decision making process and identify the components.

Practice using the DML model in simple role plays.

Materials: Janet Jackson Takes a Break story, *Emmit Smith Gets a Snack* story, *Help Janet Make a Decision* sheet, *Decision Making in Leisure* poster on page 62

Tips

Remember that the "Decision Making in Leisure" model may take quite a while to learn. Many participants will learn through repetition and, if given the opportunity, make decisions in real life. These stories are a good way to introduce them to the basic concepts. They are easy to make up, so keep them current and fun!

Discuss the "DML" Model with family and residential support staff. It would be very important for them to understand this model, so that they can support and encourage the participant to practice this skill.

Discuss the "DML" model with the participant, and how it might be applied to the work setting. Ask the participant about a decision he or she recently made at work, and discuss the decision-making components as they relate to the decision made. Talk about how a better decision may have been made using the "DML" model.

For participants with lower functional abilities you may want to move on to Unit 4, Objective 2. The following material may be too conceptual for some participants.

4

Making Decisions

Janet Jackson Takes a Break

Instructions. Read the following story and complete the worksheet.

Janet Jackson was tired. She had been touring and giving concerts all over America, and with all the dancing she does during her concerts she was exhausted. As Janet thought to herself, she decided she would like to take a vacation.

Once Janet decided to take a vacation, she started thinking about where she could go. "I have always liked to go to visit my mom in Myrtle Beach...," she thought to herself, but she had always wanted to visit Florida and go to Walt Disney World.

Janet thought to herself, "If I go to Walt Disney World then I'll have to drive 12 hours and pay a lot of money to get in to the park, not to mention being attacked by mobs of fans; however, if I go visit my mother at Myrtle Beach then she will cook good meals, take care of me, and I'll get plenty of rest."

Since Janet wanted to rest in the first place, she decided to go to Myrtle Beach and visit her mother.

Making Decisions

Emmit Smith Gets A Snack

Instructions. Read the following story and complete the worksheet.

Emmit Smith was driving home from football practice in Dallas and was very hungry. He looked in his pocket and realized he did not have much money. Emmit decided he wanted to stop somewhere on the way home and get something to eat.

As he was driving, Emmit saw a Pizza Hut and a McDonalds restaurant. "I am so hungry, I will have to stop at one of these two places," he thought to himself.

Emmit started to think about the two restaurant choices. "If I go to Pizza Hut, then I will have to order pizza and it will cost a lot of money. If I go to McDonalds, then I can choose what I want to eat from a lot of different things and it will be cheaper."

Emmit liked both pizza and McDonalds food but because he did not have much money, he decided to go to McDonalds.

4

Making Decisions

Help Janet Make a Decision

Instructions. Answer the following questions based on the story.

1. GOAL: (What does Janet want?)

2. OPTIONS: (What are the two places she can choose from?)

3. IF/THEN: A. If she goes to Walt Disney World then what will happen? B. If she goes to Myrtle Beach then what will happen?

4. DECIDE: (What did Janet decide?)

4

Making Decisions

Help Emmit Make a Decision

Instructions. Answer the following questions based on the story.

1. GOAL: (What does Emmit want?)

2. OPTIONS: (What are the two places he can choose from?)

3. IF/THEN: A. If he goes to Pizza Hut then what will happen? B. If he goes to McDonalds then what will happen?

4. DECIDE: (What did Emmit decide?)

Making Decisions

Instructions: Make up a story and then complete this form. Make a decision using the *Decision Making in Leisure Model*.

1. GOAL:

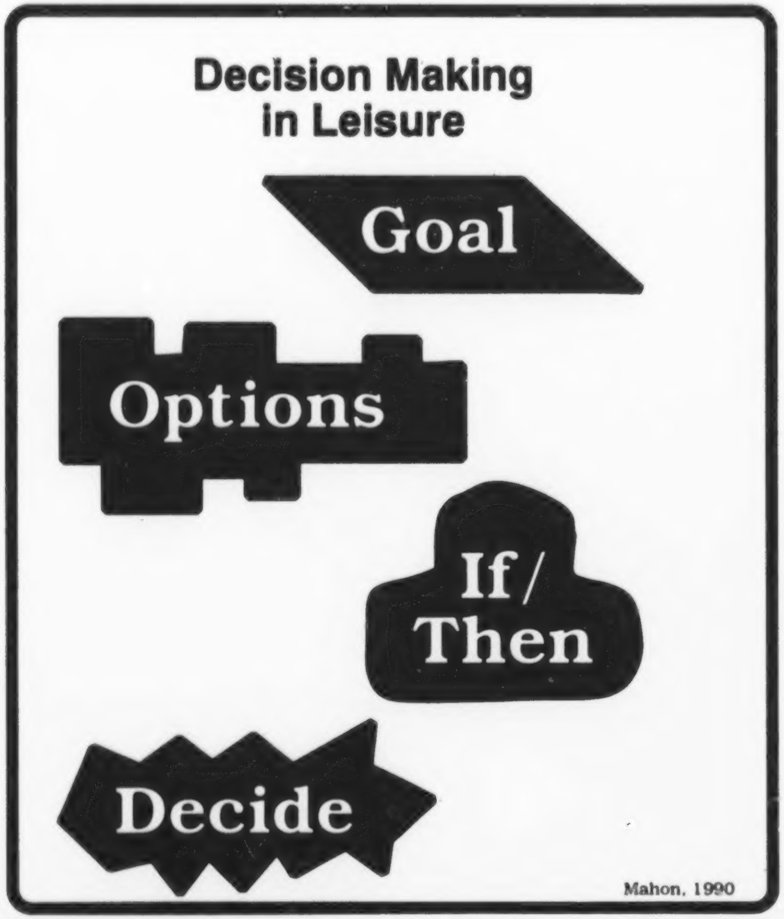
2. OPTIONS:

3. IF/THEN:

4. DECIDE:

4

Making Decisions



Decision Making in Leisure

Goal

Options

If/ Then

Decide

Mahon, 1990

Making Decisions

Strategy 1.3: The participant will use the "Decision Making in Leisure" model to choose an activity for leisure participation.

Once the participant is familiar with the DML model, begin applying it to decisions that affect him or her directly.

Activity

Review the model using the DML poster. Then, provide an opportunity for making decisions that are related to leisure time. The decisions can be recorded and the training specialist can follow-up to see if the participant actually did what was planned.

Examples

- Have the participant make a decision about what he or she wants to do for leisure.
- Friday afternoon have the participant decide on a leisure activity to do over the weekend. Discuss the outcome of this activity the next week.

Materials: *Decision Making in Leisure* poster from Unit 4, Objective 1, Strategy 2

Tip

Begin with the first example. Practice this until the participant is competent and then move to the next example.

Making Decisions

OBJECTIVE 2: CHOICES

Strategy 2.1: The participant will choose between two leisure activities.

This is a simple way to reinforce decision making in a less conceptual way than the DML poster. By indicating choice, the participant becomes actively involved in the activity and exerts control over the environment.

Activity

Provide the participant with two activity choices that are neither the favorite nor the least liked. The participant will be more likely to pick the favorite activity every time and stay away from the least liked when that is a choice.

Create an appropriate way for the participant to be able to choose between activities. See the examples below.

Examples

Have a lottery system where the participant places descriptions or names of many activity choices in a bag. Have the participant randomly pick two activities from the bag. Then have him or her make a decision between the two choices. Make the lottery exhaustive so that the participant does not end up with the same two choices every time.

Place two leisure choices on a table and have the participant choose which activity to try. For participants who do not read, use either a photograph or picture of the item, or the actual item. Increase the number of choices as appropriate for the participant.

Create a choice board using cork or felt. Keep it in a designated area if possible. Place an appropriate number of pictures or words on the choice board and let the participant choose what he or she wants to do for leisure time.

This will be an ongoing practice designed to assess patterns of choice. Use the information from this process to help find new activity ideas for the participant.

Materials: *Leisure Lottery*—write down available leisure activities and put in a bag, *Leisure Picture Cards*—use pictures in the *Materials* section or make your own, *Leisure Choice Board*—use a bulletin board or felt board (or use a notebook if a board is not available).

Making Decisions

Strategy 2.2: The participant will incorporate choice into his or her leisure time at home.

By providing information through the *Leisure Update*, the Training Specialist, family, and residential staff can reinforce what is occurring during training. Send the information sheet, *Choices and Decision Making in Leisure*, home to provide new activities to try.

Activity

An information sheet on the importance of choices and decision making will be sent home to the family. In addition, this handout has information on how to incorporate choices and decision making at home. The Training Specialist, family, and residential staff should discuss the choices that the participant is making in various settings.

Materials: Choices and Decision Making in Leisure

4

Making Decisions

CHOICES AND DECISION MAKING IN LEISURE

Have you ever been to a restaurant where there were so many things to choose from that you did not know what you wanted? Maybe the waiter was standing there and you ordered in a rush and got something you do not even like. Maybe you were overwhelmed and just let somebody else order for you. You would probably wonder if you made the right choice.

This is what it can feel like to be a person with a disability. Often he or she is not given the opportunities to make choices when they are, they may not know how.

As people grow and develop, they need to be given opportunities to make choices and eventually learn decision making techniques. Leisure is one of the most natural areas in which this can occur. Individuals can gain self-esteem and a sense of self-empowerment by having control over their leisure choices. Below are some strategies that will help in providing opportunities for choice and serve as a model for making decisions.

Choices

Here are some simple strategies that will provide opportunities for making choices.

1. Listen or watch carefully for when the participant might indicate choices. If they are appropriate and healthy choices, try to respond.
2. Present options that are available to the participant at home. Offer two or more activities for him or her to choose from. Observe patterns and consistent choices that the participant makes. This can lead to selecting new things of interest.
3. Take the participant shopping whenever possible to increase opportunities to practice choices.
4. Let the participant choose how to spend his or her money when there is money available to him or her.
5. Involve the participant in planning trips or outings.

Decision Making

It is one thing to say "make a decision" but what does that actually mean? Here is a model for making decisions related to leisure.

Step One - Goal	What does the person want out of the leisure experience? Ask questions like "How do you feel? What should you do about those feelings?" Example: "I am tired this afternoon, my goal is to relax."
Step Two - Options	What choices does the person have? What activities could the person do to meet his/her leisure goal? Example: "I want to relax. Two options I have are to watch TV or listen to music."
Step Three - If/Then	Another word for if/then is consequences. The person should think through what will happen if he/she chooses the activity. "If I do this, then this will happen. . . " Example: "If I listen to music, then I could hear my roommate's new album." "If I watch TV right now, then there is really nothing on that I like."

4

Making Decisions

FAMILY/RESIDENTIAL STAFF INVOLVEMENT

Send home the information sheet, *Choices and Decision Making in Leisure* to describe ways to incorporate choice into the participant's leisure activities. You can also use this information sheet and the *Decision Making in Leisure* model to foster more independent social skills. The information sheet encourages ways that the family can reinforce these ideas at home (see Objective 2, Strategy 2).

Decisions the participant makes that are relevant to leisure participation at home can be recorded and sent home. The family may provide prompters or cues and then record whether the participant followed through with the decision.

At the conclusion of Unit 4, send the *Leisure Update* form home. Let the family and residential staff know that you have been working on making decisions and ask them to reinforce it at home. Also, ask the family to provide you with information about what the participant is doing for leisure at home and if the participant is beginning to make more decisions.

COMMUNITY OUTINGS

Use the *Decision Making in Leisure* model when choosing outings. Have the participant choose, and discuss the decision with the Training Specialist.

Individual decisions can be incorporated into an outing to provide an opportunity to practice using the *Decision Making in Leisure* model. Some community outings provide options for individual activities (such as picnics, shopping, etc.). Encourage the participant to make the decisions.

LEISURE UPDATE

We have been working on leisure related skills with ________________. I wanted to let you know what I have noticed during leisure education. I would also appreciate you taking a moment to let me know what you have noticed at home. Do not be concerned if you have not seen any changes. Leisure skills, like everything else, take time.

1. Progress I have noticed:

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2. What leisure-related progress have you noticed at home?

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3. Additional comments or requests for follow up:

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____
____

Leisure Planning

5

Foster planning and independent participation in leisure activities

5

Leisure Planning

Goal: To foster planning and independent participation in leisure activities.

OBJECTIVE 1: LEISURE ACTION PLANS

Strategy 1.1: The participant will decide upon a leisure activity using the "Decision Making in Leisure" model and create a leisure plan.

Strategy 1.2: The participant will independently create a Leisure Action Plan, engage in the planned activity and self-monitor his/her participation.

Family/Residential Staff Involvement

Community Outings

5

Leisure Planning

Objective 1: Leisure Action Plans

Strategy 1.1: The participant will decide upon a leisure activity using the "Decision Making in Leisure" model and create a leisure plan.

The *Leisure Action Plan* (LAP) is concrete and visual, and provides an avenue for self-monitoring and independent leisure involvement. Utilization of the plan can take place in the home and community. The *Leisure Planning* unit comes last because it incorporates many of the objectives from the previous units, but it can be started earlier.

Using *Leisure Action Planning* while teaching the other leisure units can be a very positive experience. As the participants learn more about leisure, their LAPs should expand to reflect their new knowledge.

Activity

Making LAPs is fun for both you and the participant! Instructions for designing and implementing the plans will be provided. Have the participant make a decision and create a visual plan using cards. The participant can create a plan with pictures or create a written plan on cards.

Materials: Leisure Action Plan cards (see the *Materials* section for instructions on how to make LAP cards) activity pictures (see the *Materials* section for a selection of pictures to copy), handout for family and residential support staff.

Tips

This lesson gives the participant the opportunity to learn how to make *Leisure Action Plans.* See Unit 5, Objective 1, Strategy 2 concerning the self-monitoring process.

Decision Making and *Leisure Action Planning* go hand-in-hand. Spending the extra time to develop these skills will ultimately increase the participant's ability for independent leisure participation.

For participants with more severe cognitive limitations, make a simpler LAP card. Instead of five categories, use only "Who with?" and "What?". Take photographs of leisure choices and activities available in the community and at home (such as games, computer, radio, and so forth). Matching the photograph with the actual activity may be necessary at first, but can be faded out. Also take individual photographs of people the participant can "choose" to do something with.

SAMPLE LETTER

January 1, 1994

Family/Residential Support Staff Person
123 East Main Street
Raleigh, NC 54321

Dear (Family or Residential Support Staff person's name),

- Does Terry do the same things over and over?
- Does Terry ever sit around and wait for someone else to initiate a Leisure Activity?
- Does Terry ever independently start an activity, but need help all the way through it?

If you answered yes to any of these questions, we have a plan for you! It is called…

Leisure Action Planning

As part of Terry's Leisure Education program, Terry will be learning to create and carry out Leisure Action Plans. These plans are a way for Terry to participate in the leisure activity of their choice with a greater amount of independence. Read on for a brief description of Leisure Action Plans and what you can do to use them at home.

How a Leisure Action Plan is created…

1. Terry decides: what to do for leisure, who to do it with, where to do it, what stuff is needed and when to complete the activity. Terry can do this independently or with assistance.
2. Once the five decisions above are made, Terry creates a plan using a card and pictures. The pictures represent what, who, where, stuff, and when. The pictures attach to the card and provide a visual cue of what Tery has planned to do.
3. When leisure time occurs, Terry can use the card to independently begin the activity and self-monitor the participation.

Would you like materials and information on how to do Leisure Action Plans at home? Contact me and let's work something out.

Sincerely,

Training Specialist

5

Leisure Planning

Strategy 1.2: The participant will independently create a Leisure Action Plan, engage in the planned activity, and self-monitor his/her participation.

One purpose of the *Leisure Action Plan* is to create a tool to facilitate independence in the participant. Have the participant create the plan and then self-monitor his or her own use of it. This way, you are addressing the goal of independence.

Strategy: Activity

Instructions for designing LAPs are provided. Have the participant make a decision and create a visual plan using cards and pictures. The participant can create a plan with the pictures or create a written plan on the card.

As the participant goes through the activity, have him or her check off each completed step (What, Who With, Where, Things, and When). For the plans made with pictures have the participants check on the plastic with a non-permanent marker and then wipe it off when finished.

Materials: *Leisure Action Plan* cards (refer to the *Materials* unit for instructions on how to make LAP cards), activity pictures (see the *Materials* section for a selection of pictures for copying).

Tip

Use a small notebook when using the LAP card on community outings. This will allow the participant to use the card as a cue to the plan, but it allows the participant to make the LAP as "typical-looking" as possible.

5

Leisure Planning

FAMILY/RESIDENTIAL STAFF INVOLVEMENT

Leisure Action Plans will be going home with the participant so that the participant can self-monitor leisure involvement. If appropriate, the family and residential staff can be given suggestions for cuing and prompting LAPs.

At the conclusion of the Unit 5, send the *Leisure Update* form home to the family and residential support staff. Let them know what you have been working on and ask them to reinforce it at home. Also, ask the family and residential support staff to provide you with information about what the participant is doing for leisure at home.

COMMUNITY OUTINGS

Leisure Action Planning can be incorporated into community outings by providing experiences that call for individual interaction with the community.

Example: Picnic in a park

> The participant could make a decision about what he or she wants to do in the park (throw frisbee, grill marshmallows). Make an individual LAP and then have the participant self-monitor.

Example: Going to the mall

> Use the same process as above. Activities could include buying something to eat or playing a video game.

The Training Specialist can use this opportunity to teach and discuss information. When returning from an outing, talk about what happened. Did the participant do what was planned? Why or why not?

5

Leisure Planning

LEISURE UPDATE

We have been working on leisure related skills with ________________. I wanted to let you know what I have noticed during leisure education. I would also appreciate you taking a moment to let me know what you have noticed at home. Do not be concerned if you have not seen any changes. Leisure skills, like everything else, take time.

1. Progress I have noticed:

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2. What leisure-related progress have you noticed at home?

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3. Additional comments or requests for follow up:

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6

Activity Skill Instruction

Enable participant to acquire the skills needed to participate in recreational activities at home and in the community

6

Activity Skill Instruction

Goal: To enable the participant to acquire the skills needed to participate in age appropriate recreational activities in his/her home and community.

OBJECTIVE 1: ASSESSMENT AND SKILL SELECTION

Strategy 1.1: The participant will choose leisure activities in which he/she wishes to become involved.

OBJECTIVE 2: INSTRUCTIONAL PROGRAMMING

Strategy 2.1: The participant will acquire skills for participation in specific leisure activities.

OBJECTIVE 3: INTEGRATION INTO THE COMMUNITY

Strategy 3.1: The participant will use skills gained in leisure education in community and home-based leisure pursuits.

Family/Residential Staff Involvement

Community Outings

6

Important Note

Important!!!

Unit 6 is designed for participants with more severe physical and cognitive limitations. This instructional process is an *abbreviated version* of a standard activity skill instruction program. Please note that this manual has successfully been used with individuals with autism and severe and profound disabilities.

Employment Opportunities recommends The Leisure Education Program Planning: A Systematic Approach by John Dattilo and William Murphy as a good resource to compliment Unit 6.

6

Activity Skill Instruction

OBJECTIVE 1: ASSESSMENT AND SKILL SELECTION

Strategy 1.1: The participant will choose leisure activities in which he or she wishes to become involved.

This objective is less conceptually-oriented and more skill-based than objectives in previous units. For some participants, this may be the only objective that is appropriate. For others, this objective may be addressed in conjunction with other units. The plan can then be carried out by the training specialist, family member or residential support staff.

Activity

Assessment: The purpose of the assessment stage of the *Activity Skill Instruction* unit is to assess the participant and provide as much opportunity for choice as possible. The family and residential staff will provide observations and other relevant information to assist the Training Specialist. The Training Specialist will compile this information and select the activity skills to be taught. Once the participant's choices have been assessed and the activity selected, the Training Specialist, family, and residential staff can work together to facilitate teaching the necessary skills.

Send home the *Recreation Questionnaire*. Gather information on the participant's current leisure likes and dislikes, resources available, barriers encountered, and family needs and concerns.

Use pictures and leisure activities to assess the participant's leisure interests and complete the *Leisure Profile*.. Use the available information to compile a leisure folder for the participant. Select the most important skills to target for instruction. The skills selected should be functional and age appropriate.

Tip

When working with participants on making leisure choices, you may need to show them the actual activities or objects from which they are to choose. Try pairing the objects with photographs or pictures of the activity and eventually using just the pictures to facilitate the participant making choices. It is important to begin with a limited number (two or three) when beginning instruction and increasing the field of choice as the participant increases skills in making choices.

6

Leisure Questionnaire

Please complete the questionnaire that follows. The information you provide will help us in planning leisure activities.

1. How does the participant typically spend free time at home?

____
____
____

2. What recreation or leisure activities are available to the participant at home? Please be specific. (Examples: games, sports equipment, stereo, etc.)

____
____
____

3. Please list any community recreation activities that the participant presently participates in, or has tried in the past (Examples: Parks and Recreation, YMCA, Fitness Club, Bowling, Tennis, and so forth).

____
____
____

4. Who does the participant socialize with?

_____sister _____brother _____neighbor
_____co-worker _____other

5. What leisure activities do the family or residents participate in together?

____
____
____

6. Which of the following problems have you come across in planning leisure for the participant?
   a. transportation
   b. available program
   c. social skills
   d. lack of program
   e. money
   f. other__________

7. Please mention any other concerns you have about recreation needs for the participant.

____
____
____

THANK YOU FOR YOUR HELP!

Name of Person
Completing Form:______________________________
Address:______________________________
____
Phone:______________________________

Activity Skill Instruction

LEISURE PROFILE

Participant ____________________

Date ____________________

Training Specialist ____________________

Assessment Information

1. Family Questionnaire Data:

____

2. Residential Staff Observations (if applicable):

____

3. Training Specialist Observations:

____

4. Therapeutic Recreation Specialist Observations (if available):

____

5. Other information (community, occupational therapy, physical therapy, speech therapy, etc.):

____

Recommendation

____

What activities are to be taught?

____

Strategies:

____

Implementation Schedule:

____

Additional Comments:

____

Training Specialist ____________________ *Date*________

6

Activity Skill Instruction

OBJECTIVE 2: INSTRUCTIONAL PROGRAMMING

Strategy 2.1: The participant will acquire skills for participation in specific leisure activities.

Once the assessment is complete, skill instruction can begin. The skills to be acquired can encompass learning a specific activity (game) to learning generalized skills that will facilitate participation in leisure (group skills, awareness).

Activity

Task Analysis: Acquiring skills will be done by task analysis. Task analysis enables you to break an activity into component parts and to develop a sequence of instructional steps based on the components of the activity and the readiness of the participant. Behavior management techniques such as shaping, prompting, and reinforcement are used to facilitate the participant in learning the analyzed sequence of skills.

Once the participant has chosen activities, the Training Specialist will provide task-analyzed instructional sequences for those activities just as you would in teaching a new job. The Training Specialist can then incorporate both the instruction schedule and the method with the system that is now in place. The teaching sequence should be designed so that it can be implemented by various instructors (such as families, residential staff, non-disabled peers).

Adaptations and Modifications

Another way to facilitate skill instruction is to identify materials and activities that are optimal for leisure instruction. In most cases, it is possible to adapt existing materials and activities to increase participation and participant independence similar to methods used to increase productivity in an employment setting. Types of adaptations include materials and equipment adaptations, rules and procedural modifications, skill sequence changes, environmental modifications, lead-up activities, and partial participation.

For each participant, review the skills or activities that are targeted for instruction from a previous objective. Get specific instructional sequences for each activity selected. Establish an instructional schedule for each participant.

Implement

As new skills are learned, reevaluate the participant to select new activity skills to be taught.

6

Activity Skill Instruction

Materials: Leisure Profile information sheet (Unit 6, Objective 1, Strategy 1.)

Tips

Important! There are many resources available to assist in task analyzing leisure activities. See references.

By providing participants with the opportunity to learn leisure activities and skills, you are enabling them to utilize their free time more productively and independently. In addition, the participants are learning important skills such as attention-to-task, sequencing, decision making, making choices, getting along with others, and so forth. Many of these skills are addressed in other units.

OBJECTIVE 3: INTEGRATION INTO THE COMMUNITY

Strategy 3.1: The participant will use skills gained in leisure education in the community as well as home-based leisure pursuits.

It is important for the participant to have an opportunity to develop and practice skills that have been learned in leisure education at home and in the community.

Activity

The family and residential staff will be kept updated on the participant's progress in leisure education and will be provided with ways to reinforce those skills at home.

Develop strategies with the family and residential staff to facilitate age-appropriate activities and interactions with non-disabled peers. For example, peer programs, activity modifications, and community leisure companion programs.

Materials: *Leisure Update* information sheet

Tips

Be creative to get family and residential staff to follow through with leisure training in the home. Begin by informing them of changes you notice.

Give the participant ideas for activities in which to participate at home with the family and residential staff, or activities the participants may be able to participate in with siblings or peers. The Training Specialist will be helpful in generating ideas for the families. Lasting behavior change will occur if everyone in the participant's life is involved.

Activity Skill Instruction

LEISURE UPDATE

We have been working on leisure related skills with ________________. I wanted to let you know what I have noticed during leisure education. I would also appreciate you taking a moment to let me know what you have noticed at home. Do not worry if you have not seen any changes. Leisure skills, like everything else, take time.

1. Progress I have noticed:

____

____

____

____

2. What leisure-related progress have you noticed at home?

____

____

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____

3. Additional comments or requests for follow up:

____

____

____

____

6

Activity Skill Instruction

FAMILY/RESIDENTIAL STAFF INVOLVEMENT

The family and residential staff will have copies of the *Leisure Profile* and task analyzed skills to be taught. The Training Specialist will consult with the family and residential staff if they wish to reinforce teaching these activities at home. The Training Specialist can provide an update on the participant's progress or any other relevant observations by sending the *Leisure Update* form home. Let them know what you have been working on and ask them to reinforce it at home. Also, ask the family and residential staff to provide you with information on what the participant is doing for leisure at home.

COMMUNITY OUTINGS

Incorporate community outing experiences with leisure education goals. For example, an activity like bowling could incorporate practicing a specific physical skill plus social skills. Reinforce a skill the participant is working on in leisure education by having him or her practice it in a community setting.

Examples

- The participant is working on sharing games. If you are at the Putt Putt course, have them share a putter with someone else.
- Use exposure to new leisure activities in the community as an opportunity for assessing a participant's interests.
- If you are at the Life and Science Museum, and a participant gets very excited about water play activities, you might explore this in leisure education. You may also give this information to the family or residential staff to see what ideas they have.

LEISURE UPDATE

We have been working on leisure related skills with ________________. I wanted to let you know what I have noticed during leisure education. I would also appreciate you taking a moment to let me know what you have noticed at home. Do not worry if you have not seen any changes. Leisure skills, like everything else, take time.

1. Progress I have noticed:

____
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2. What leisure-related progress have you noticed at home?

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3. Additional comments or requests for follow up:

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Case Study

Joe is a 36 year old male, residing in a group home.

A Training Specialist (TS) began using the Leisure Education program with Joe in November 1991 after he was laid off in October. At this time, Joe spent the majority of his free time alone in his room, watching television. The supported employment team decided to begin leisure education training because Joe began to have a large amount of unstructured time, limited participation in activities, limited social interaction, and behavior problems that the residential staff identified. The leisure education program was implemented:

1. to assist Joe in pursuing leisure during fee time
2. to assist Joe in identifying activities that he is interested in
3. to assist Joe in developing the necessary skills to participate in activities
4. to increase social interaction skills
5. to address behavioral problems at the group home during unstructured time

The supported employment team felt that the skills Joe would learn through the leisure education program would also transfer to his competitive work environment.

An initial leisure assessment was completed using the recreation questionnaire, observations, and activities from Unit 1.

Following the initial leisure assessment, the training specialist met with the residential staff regarding Joe's interests and leisure needs. Joe's interests and needs were also discussed in the Individual Habitat Plan (IHP) meeting with his family, residential support staff, and training specialist. The Training Specialist worked with Joe to write a leisure program plan to follow at the group home. The Training Specialist continued to work with Joe to identify leisure resources and community resources.

Leisure Program Plan

Joe should participate in regular exercise on a consistent basis. He should be included in planning his schedule. He should then be reminded of his schedule when necessary. For example, "Joe, the schedule you wrote says it is time to ride the bike. Are you ready to ride?" Joe should also receive positive feedback for each time he participates in the activity. It would be beneficial to discuss with him the positive aspects of the activity once he has completed it.

Goal #1: Exercise:

1. Write a schedule that includes riding the exercise bike on a daily basis. Begin with ten to fifteen minutes at a time, two times each day. Increase the time as Joe's endurance increases.
2. Joe should participate in a twenty-minute walk at least three times a week.

Goal #2: Pool

1. Joe should be given the opportunity to play pool at least one time each week.
2. Designate one day out of the week, and a specific time that Joe can play pool if he chooses.

Case Study

3. Call ahead to a local recreation center to see if a table is open.
4. Over time, try to incorporate one or two more people into the activity.

Goal # 3: Social Interaction

1. Joe should be encouraged to participate in independent activities in the common areas of the house.
2. Have Joe ride his bike in the common area.
3. Encourage Joe to watch television in the front room for a short time each evening.
4. Once supplies are purchased, encourage Joe to paint at the kitchen table two to three times each week.
5. Encourage Joe to shoot baskets when others are outside.

Joe began verbalizing leisure choices as opposed to using body language, such as shrugging his shoulder when asked a question. Joe told residential staff which activities he did not like. The residential staff worked with Joe and the TS to individualize how Joe spent his leisure time. This was implemented by using Joe's Leisure Action Plan (LAP). Joe was no longer required to attend a singing group and Friday Night Fun activities for people with mental retardation every week. When given choices, he began playing pool and basketball at a local recreation center. Over time, residential staff reported a decrease in behavioral problems. They also noted that he began initiating leisure with other residents, such as nintendo and basketball. Prior to participating in the Leisure Education program. Joe rarely initiated interaction with other residents except during confrontations or outbursts.

In March 1992, Joe was employed at a local restaurant. The TS began intensive training, and continued working on the Leisure Education program. Joe was encouraged to use the decision making process while at his job. The TS also worked with Joe on social interaction skills with co-workers and supervisors.

Joe continued to participate in pool as well as group activities with residents at the group home. Residential staff continued to work with the TS to individualize Joe's leisure time, as well as leisure time of other residents. Educating the staff was essential so that there was continuity and follow-through of the Leisure Education program. The staff also began involving other residents in planning their leisure time.

There was an overall improvement in Joe's decision making, problem solving, and social interaction skills. All of these skills are the same skills that Joe uses during employment situations.

Materials

LEISURE PICTURES

WORK PICTURES

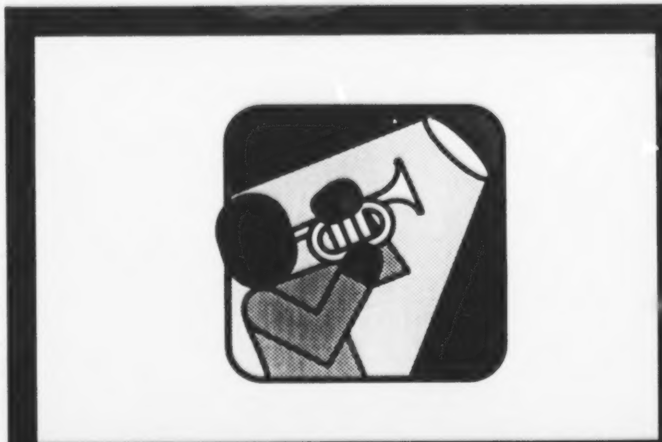
MAKING LEISURE ACTION PLAN CARDS

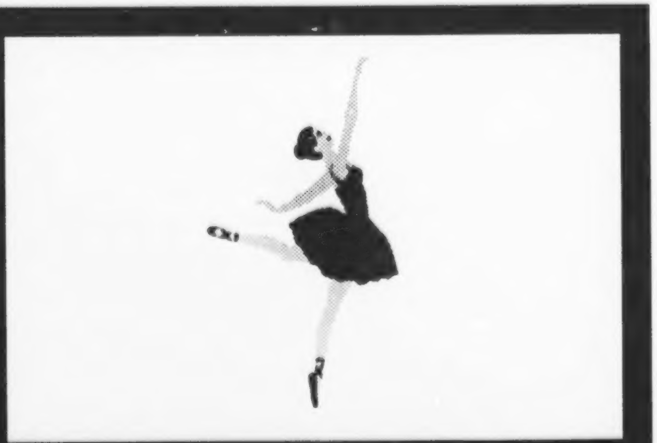
- Instructions
- Master Copy Original Leisure Action Plan Card
- Master Copy Alternate Leisure Action Card—words
- Master Copy Alternate Leisure Action Card—simple

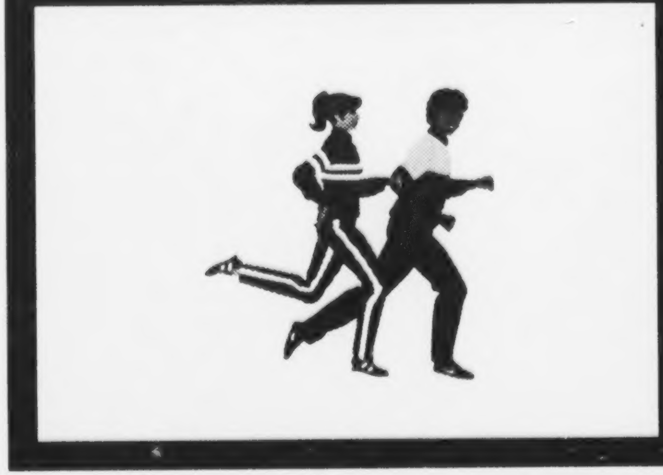
LEISURE ACTION PLANNING PICTURES

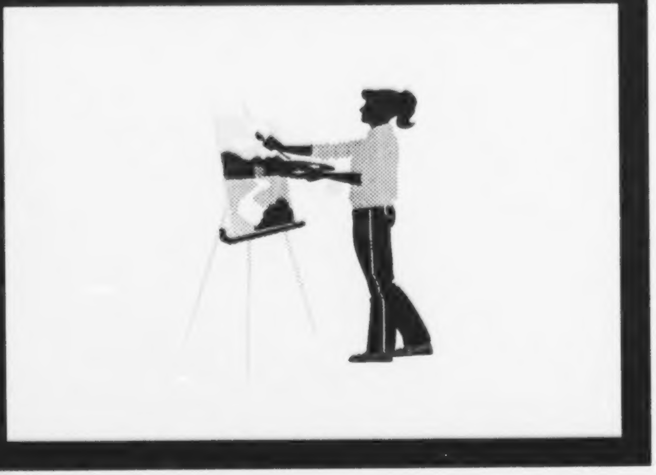
Materials

LEISURE PICTURES



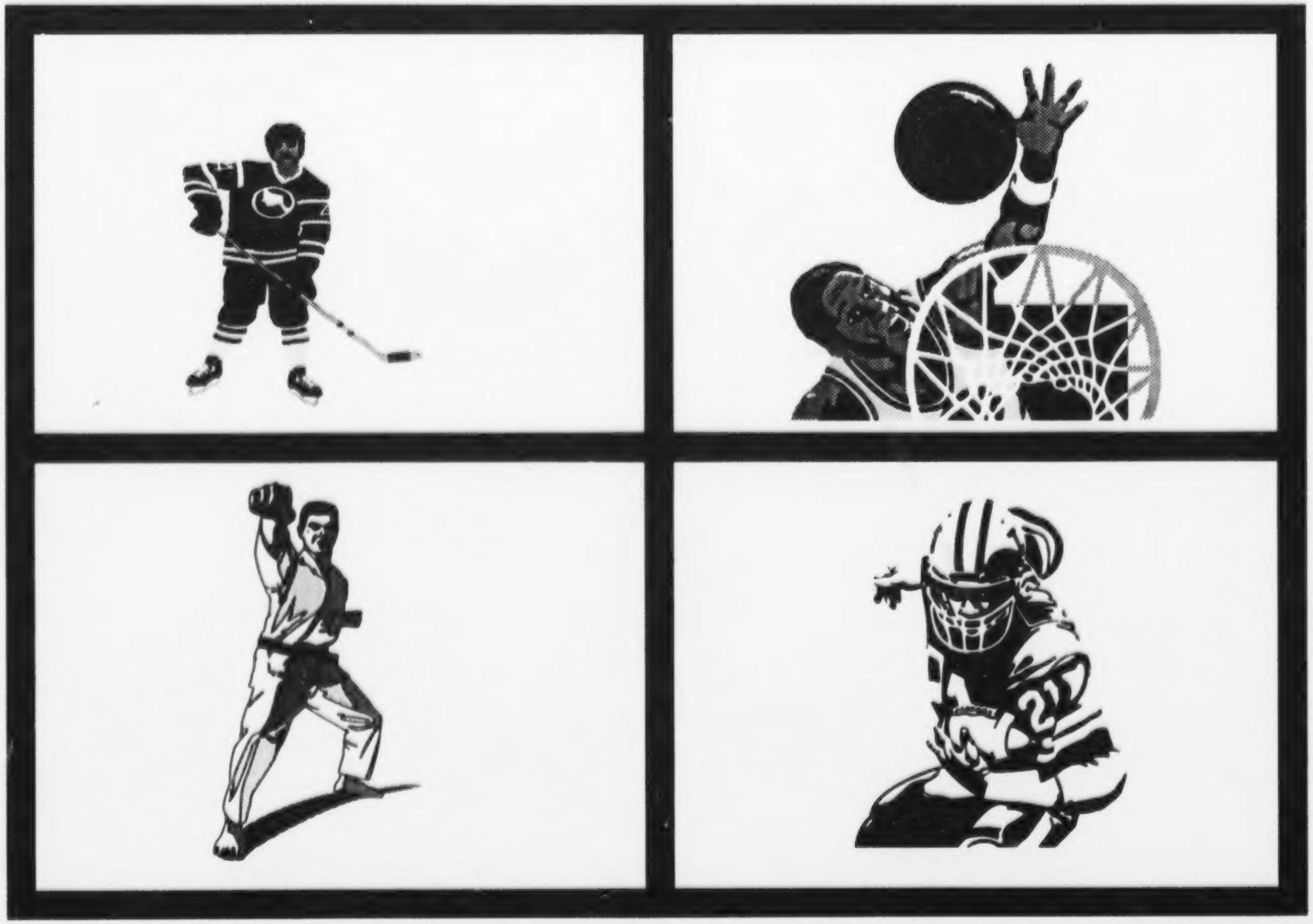






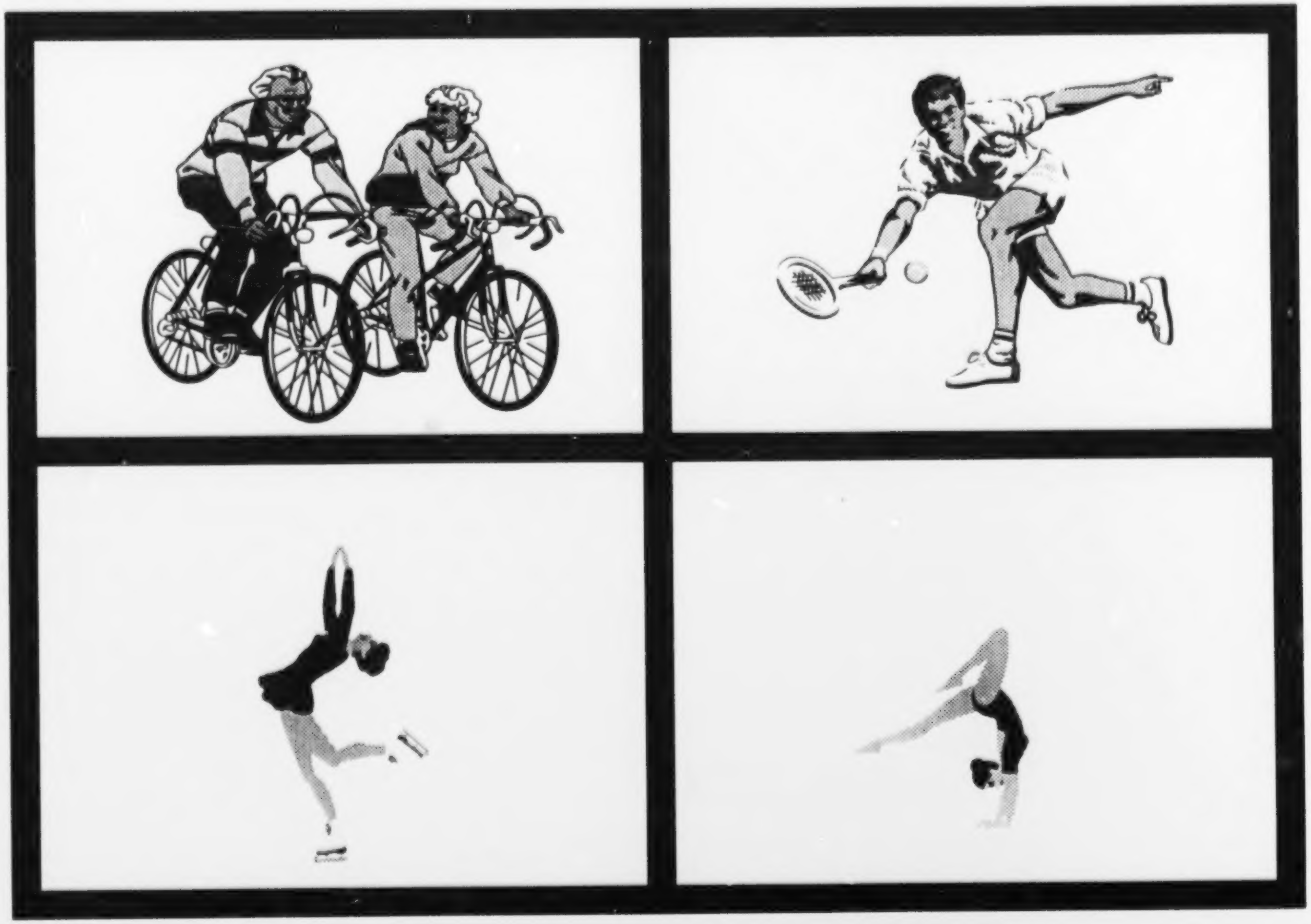
Materials

LEISURE PICTURES



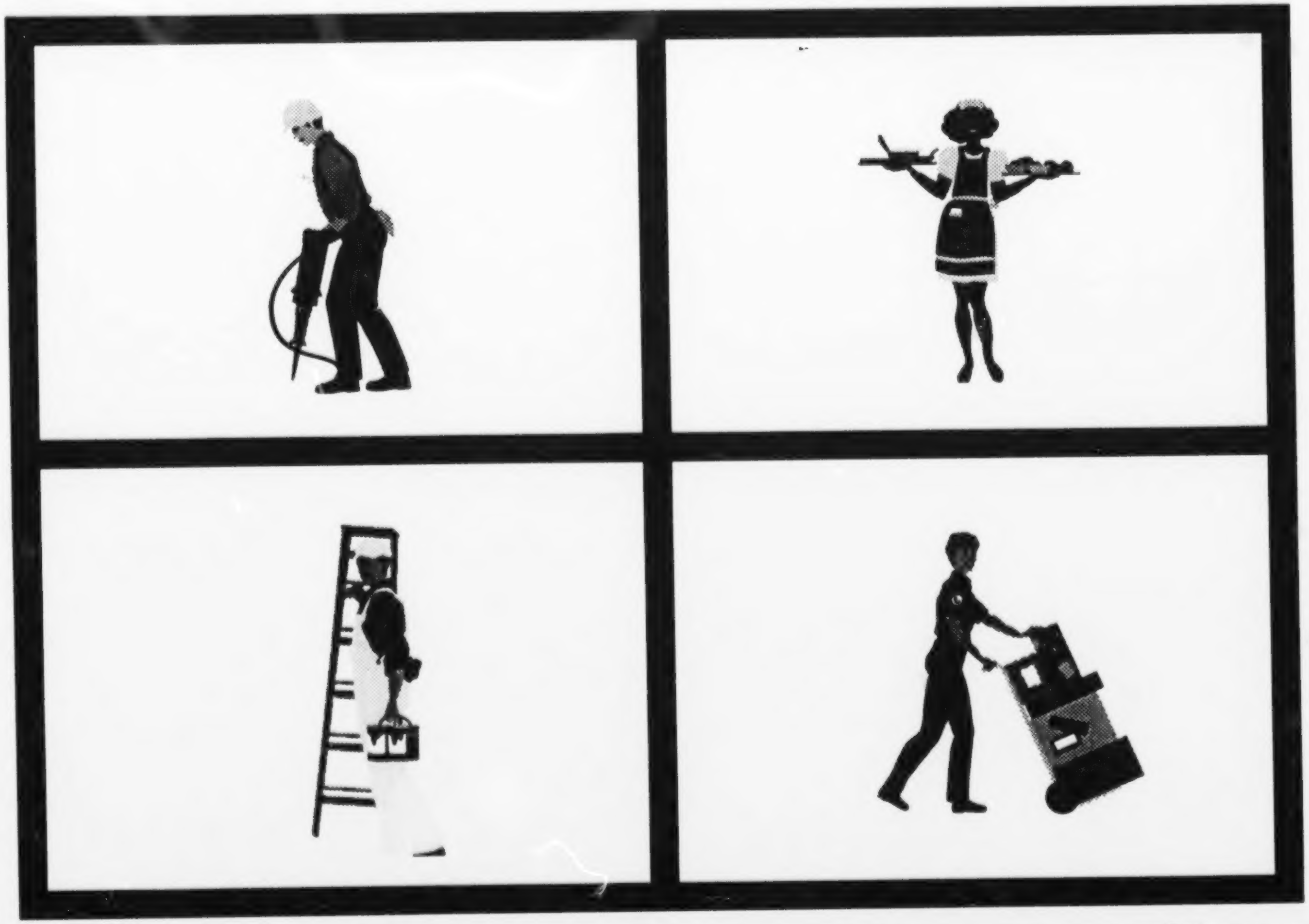
Materials

LEISURE PICTURES



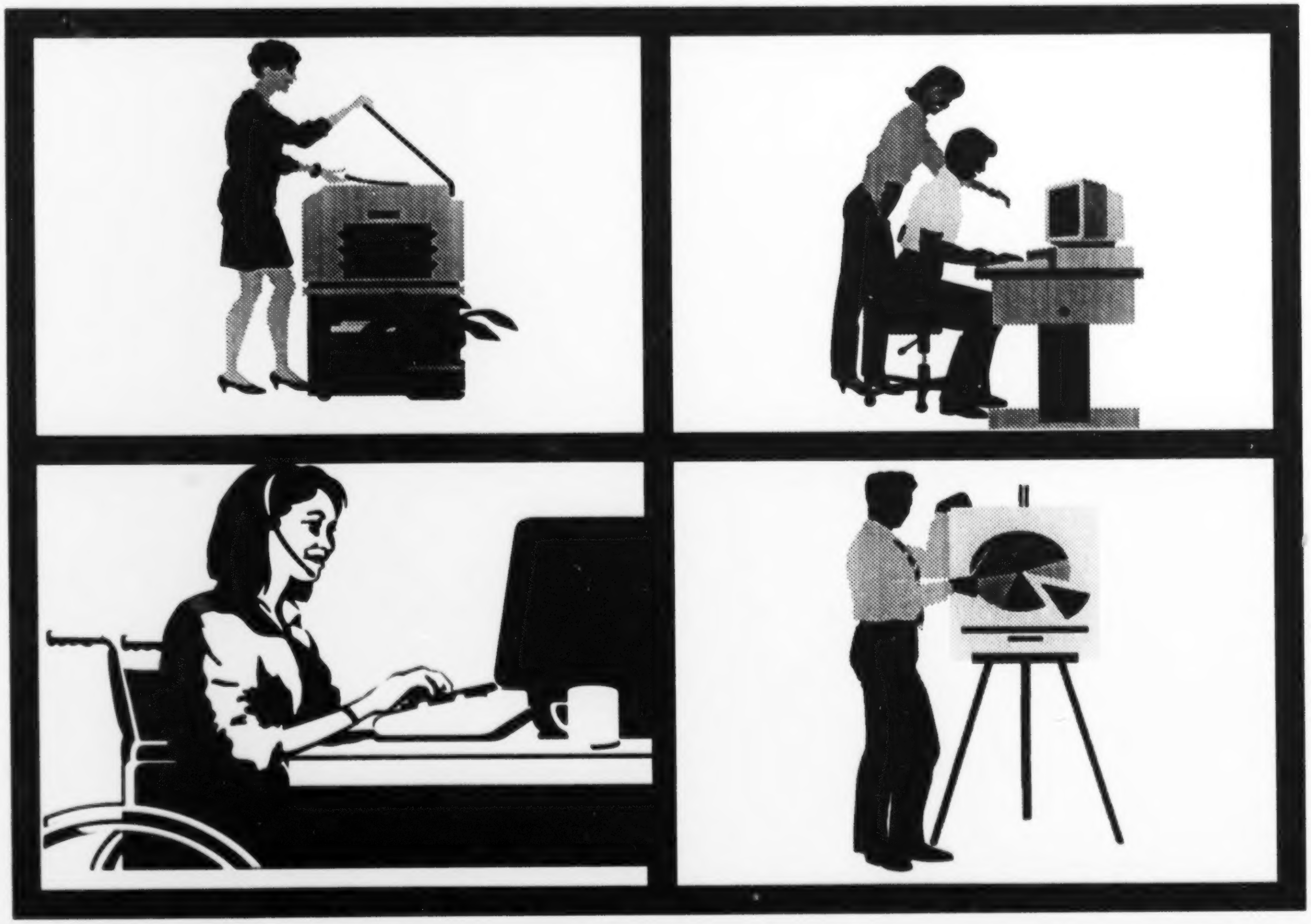
Materials

WORK PICTURES



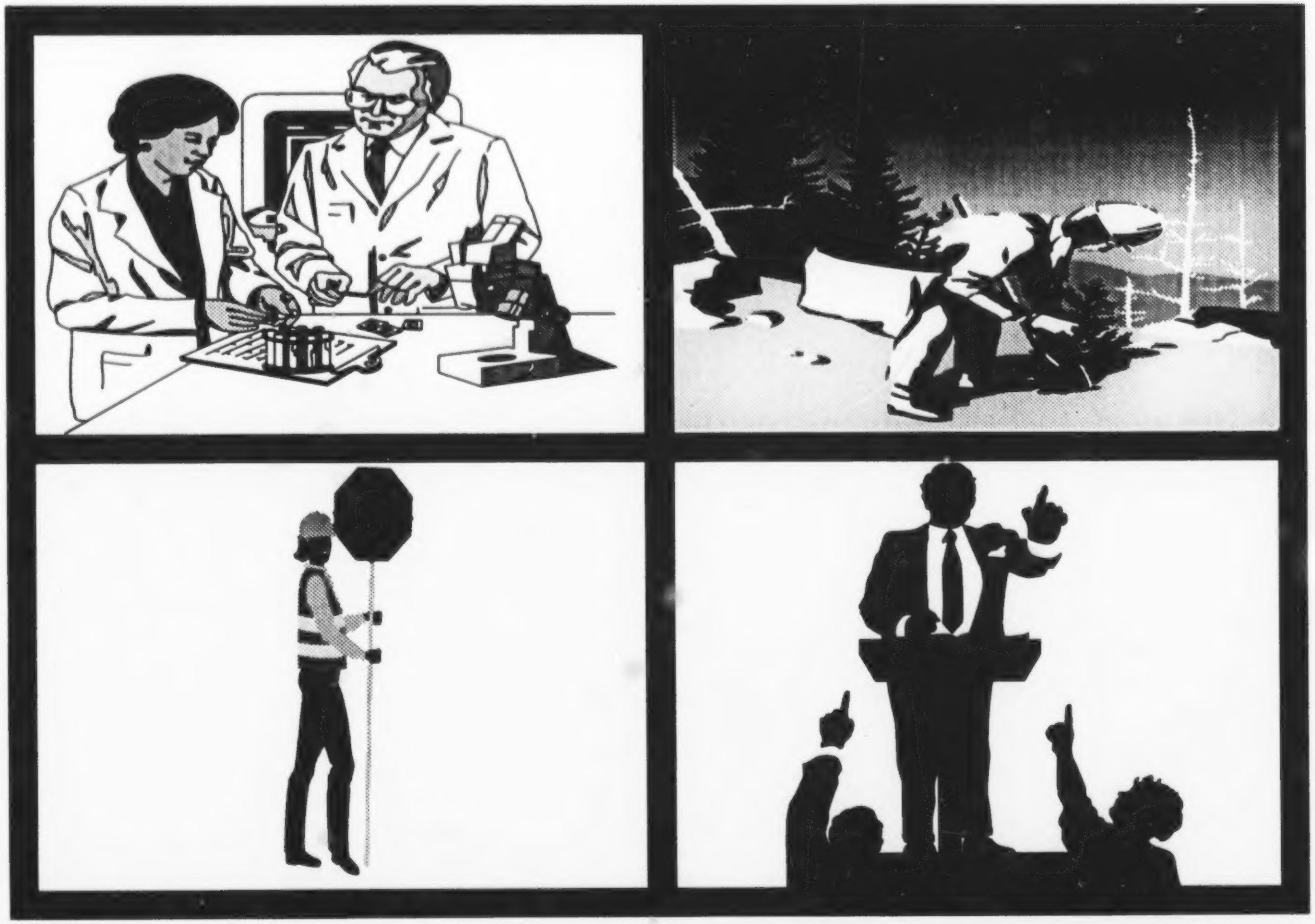
Materials

WORK PICTURES



Materials

WORK PICTURES



Materials

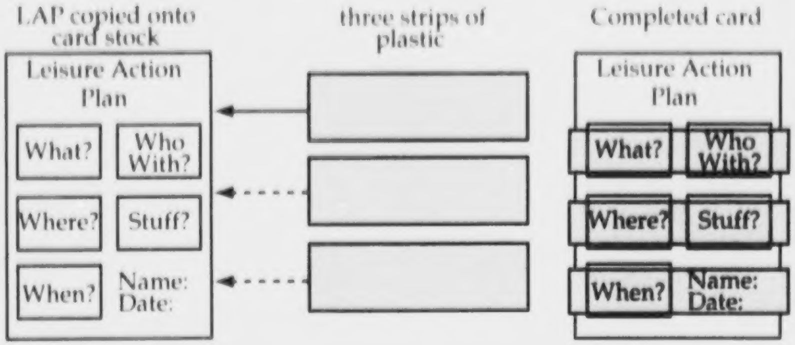
MAKING LEISURE ACTION PLAN CARDS

Materials Needed:

- *Leisure Action Plan master copies*—provided after the instructions
- *8 1/2" x 11" card stock paper*—one sheet will make two Leisure Action Plan cards
- *flexible clear plastic*—the weight of a plastic table cloth; can be found at a store that sells sewing supplies
- *clear tape*—clear packing tape is recommended; it is stronger and more durable
- *scissors*
- *clear contact paper* —optional
- *slide protectors or coin protectors* —optional
- *Dry board erasable markers* —optional

Original Version

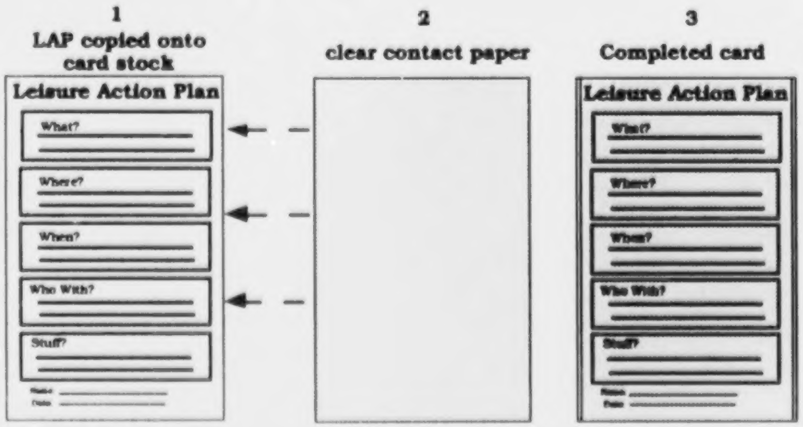
1. Xerox the master Leisure Action Plan (LAP) onto card stock.
2. Cut the card in half to make two separate LAP cards.
3. Cut three plastic strips for each card. Each strip should be approximately 1 3/4" X 5".
4. Use clear tape to attach the plastic to the cards. Tape across the bottom and the sides of the plastic. The top should be left open to create a "pocket".


LAP copied onto card stock
three strips of plastic
Completed card
Leisure Action Plan
What?
Who With?
Where?
Stuff?
When?
Name:
Date:
Leisure Action Plan
What?
Who With?
Where?
Stuff?
When?
Name:
Date:

Materials

Alternate Version

1. Xerox the master Leisure Action Plan (LAP Alternate Version) onto card stock.
2. Cut the card in half to make two separate LAP cards.
3. Cover the cards with clear contact paper.


1
LAP copied onto card stock
2
clear contact paper
3
Completed card
Leisure Action Plan
What?
Where?
When?
Who With?
Stuff?
Leisure Action Plan
What?
Where?
When?
Who With?
Stuff?

Use an erasable dry board marker to write leisure plans directly on the covered card. The LAP card can be easily cleaned for repeated use. For even easier use, xerox the master Leisure Action Plan (LAP) onto plain paper and allow the participants to throw the plans away once they have completed their planned activities.

USING THE ORIGINAL LAP CARDS

Several pages of pictures have been included that represent a variety of leisure activities and "stuff" needed to participate in the activities (found after the Master Copies of the LAPs). You may find it necessary to create your own pictures to represent leisure activities available to the participants. Clip art books, color books, and magazines often have pictures appropriate for the LAP cards, however, you may have to reduce them on a copy machine.

Materials

Leisure Action Plan

What?	Who With?
Where?	Stuff?
When?	**Name:** **Date:**

Leisure Action Plan

What?	Who With?
Where?	Stuff?
When?	**Name:** **Date:**

Materials

Leisure Action Plan

What?

Who
With?

Name:

Date:

Leisure Action Plan

What?

Who
With?

Name:

Date:

Leisure Action Plan

What? ____________________

Where? ____________________

When? ____________________

Who With? ____________________

Stuff? ____________________

Name: ____________________

Date: ____________________

What? ____________________

Where? ____________________

When? ____________________

Who With? ____________________

Stuff? ____________________

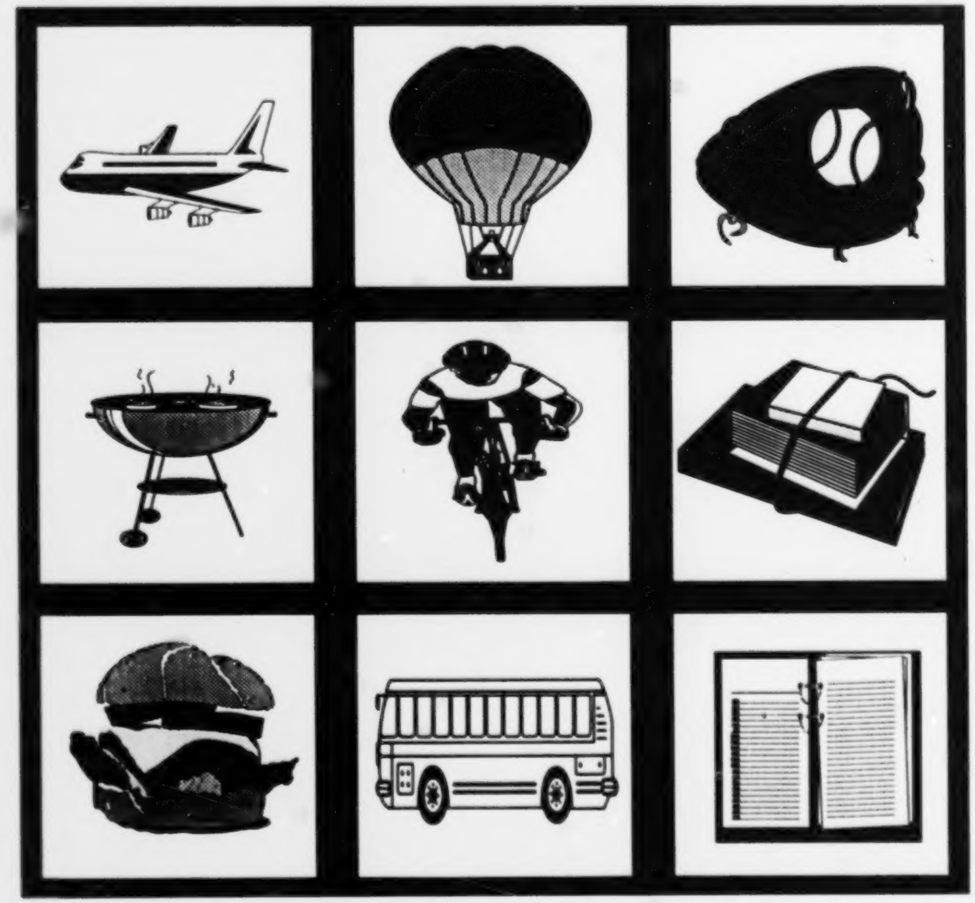
Name: ____________________

Date: ____________________

Materials

Leisure Action Planning Pictures

Directions: Copy these pictures onto cardstock paper. Allow the participants to select pictures to use for their *Leisure Action Planning Cards*.



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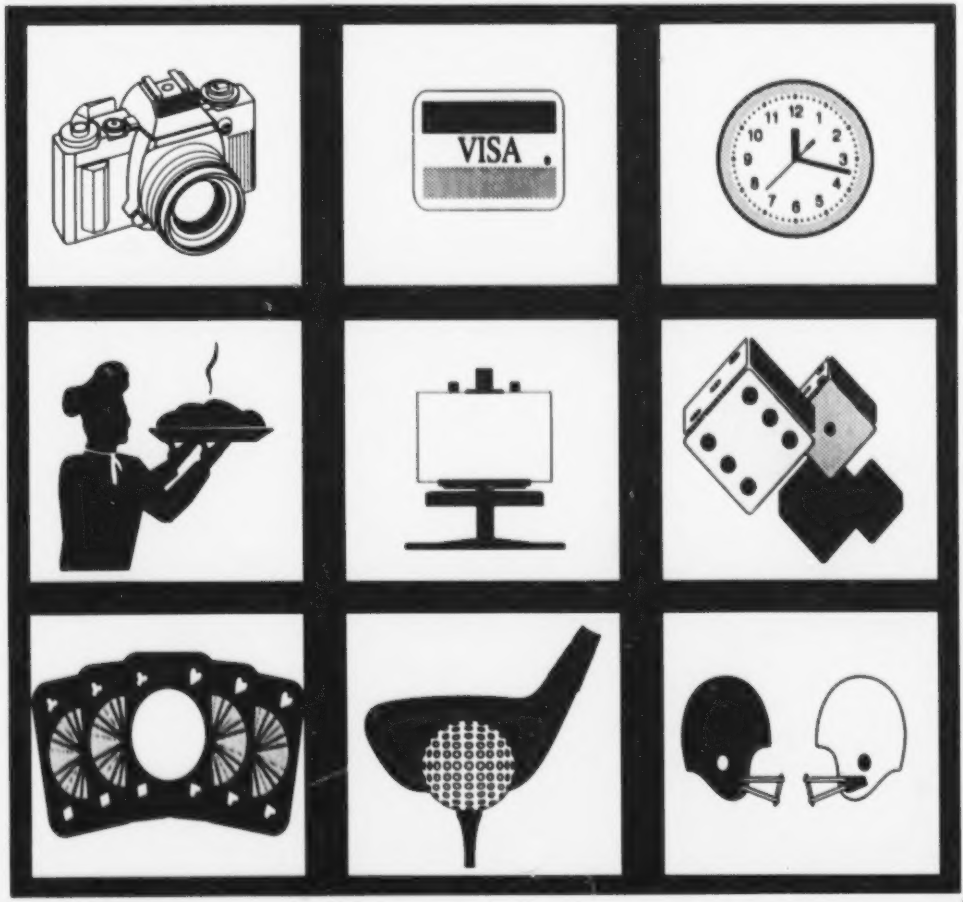
VISA
12
1
2
3
4
5
6
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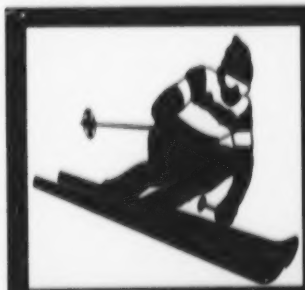
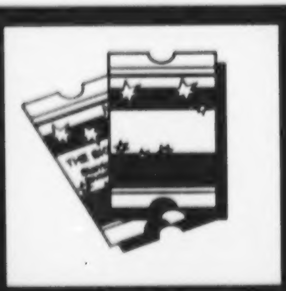
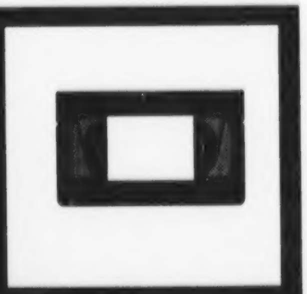
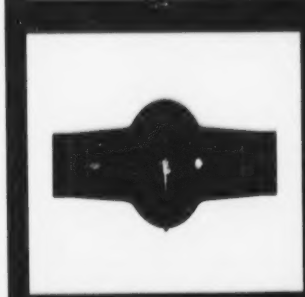
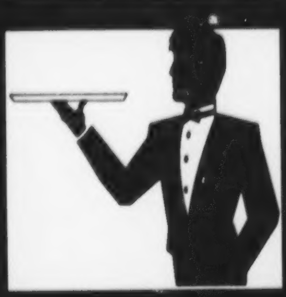
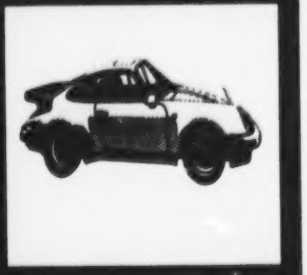
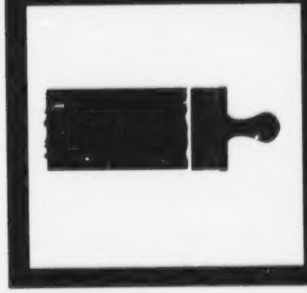
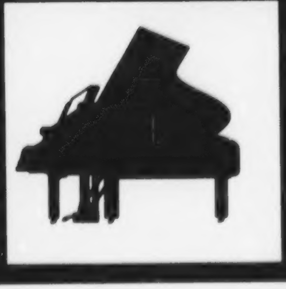
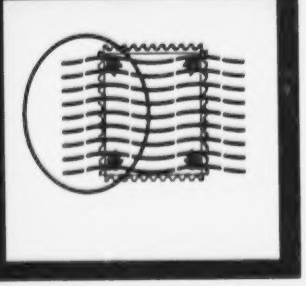
8
9
10
11

Materials

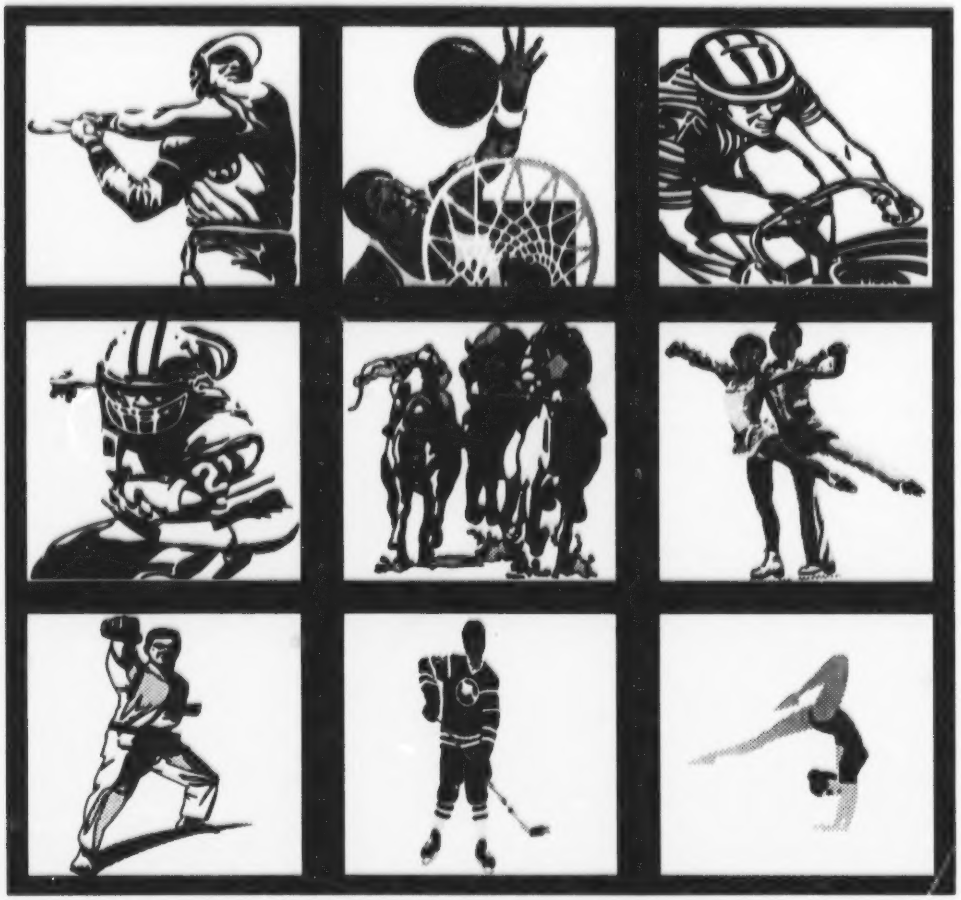
Leisure Action Planning Pictures

Directions: Copy these pictures onto cardstock paper. Allow the participants to select pictures to use for their *Leisure Action Planning Cards.*

Leisure Action Planning Pictures

Directions: Copy these pictures onto cardstock paper. Allow the participants to select pictures to use for their *Leisure Action Planning Cards.*



Materials

Leisure Action Planning Pictures

Directions: Make your own pictures and copy them on cardstock paper. Allow the participants to select pictures to use for their *Leisure Action Planning Cards*.

Conclusion

After completing all of the structured Leisure Education units, the participant should show an improvement in knowledge, skills, and abilities related to leisure. Although it would be wonderful if each participant became fully involved in integrated leisure activities of choice, it is unlikely that this will occur within the time frame of this program. Developing leisure awareness and skills is a lifelong process.

The last three units (*Decision Making, Leisure Planning,* and *Activity Skills Instruction*) are designed to be transferable to any type of training that a participant may want to include in their individualized program plan. The goal is for the participant to internalize and learn the behaviors so that he or she can truly make individual choices and see them through.

Remember, recreation is therapeutic! If the participants have a healthy leisure life, you should see numerous benefits that enhance other program areas you and related service personnel address. The ability to participate in leisure activities of choice is also a functional skill that will ensure a higher quality of life for the participant.

Have the participant complete a new Leisure Inventory (see the following page) upon completion of the Leisure Education program. Compare the new Leisure Inventory with the one completed at the beginning of the course. You will be amazed at the participant's increased knowledge of leisure!

References

GENERAL REFERENCES

1. Dahl, L. (Sept., 1991). Choices—A Consumer's View, Pacesetter: A news magazine by and for parents of children and young people with disabilities. Pacer Center, Inc.; 4826 Chicago Ave. S.; Minneapolis, MN 55417-1055.
2. Dattilo, J. and Murphy, W. D. (1991). Leisure Education Program Planning: A Systematic Approach. Venture Publishing, Inc.; 1999 Cato Avenue; State College, PA 16801.
3. Driscoll, L., Bullock, C., and Bedini, L. (1991). The Wake Leisure Education Program: An Integral Part of Special Education. Center for Recreation and Disability Studies; Curriculum in Leisure Studies and Recreation Administration; The University of North Carolina at Chapel Hill; CB# 8145; 730 Airport Road; Suite 204; Chapel Hill, NC 27599-8145, (919)962-0534.
4. Mahon, M.J. and Bullock, C. (1992). Teaching adolescents with mild Mental Retardation to make decisions in leisure through the use of self-control techniques. Therapeutic Recreation Journal, 26, 9-26.
5. McCann, C. and Bullock, C. (1991). The Parent Training Guide to Recreation. Center for Recreation and Disability Studies; Curriculum in Leisure Studies and Recreation Administration; The University of North Carolina at Chapel Hill; CB# 8145; 730 Airport Road; Suite 204; Chapel Hill, NC 27599-8145, (919)962-0534.
6. Orlick, T. (1982). The Second Cooperative Sports & Games Book: Challenge Without Competition. Pantheon Books, Random House, Inc. New York, NY.
7. Rohnke, K. (1989). Cowtails and Cobras II: A Guide to Games, Initiatives, Ropes Courses, & Adventure Curriculum. Project Adventure, Kendall/Hunt Publishing Company; 2460 Kerper Boulevard; P.O. Box 539; Dubuque, IA 52004-0539.
8. Thomsen, S. (1982). Stimulus Pictures for Assessment, Remediation, and Carryover. LinguiSystems, Inc.; 3100 4th Avenue; East Moline, IL 61244, 1- 800-PRO-IDEA.
9. Wilcox, B. and Bellamy, G. T. (1987). The Activities Catalog: An Alternative Curriculum for Youth and Adults with Severe Disabilities. Paul H. Brookes Publishing Company; P.O. Box 10624; Baltimore, MD, 21285-0624.

References

COOPERATIVE GAMES REFERENCES

Check your local library or bookstore for the following books for additional games and ways of adapting them:

1. Fluegelman, A., ed. (1981). More New Games. Dolphin Books/Doubleday & Co. Garden City, New York. Orlick, T. (1982). The Second Cooperative Sports & Games Book
2. Challenge Without Competition. Pantheon Books, Random House, Inc. New York, NY. Rohnke, K. (1989). Cowtails and Cobras II
3. A Guide to Games, Initiatives, Ropes Courses, & Adventure Curriculum. Project Adventure, Kendall/Hunt Publishing Company; 2460 Kerper Boulevard; P.O. Box 539; Dubuque, IA 52004-0539.
4. Weinstein, M. and Goodman, J. (1980). Playfair. Impact Publishers, P.O. Box 1094, San Luis Obispo, CA 93406.

There are many other good resources for cooperative games! Check with your local librarian to find them.